

2024 - 2025

# GRADUATE CATALOG



**Table of Contents**

REGULATIONS SUBJECT TO CHANGE ..... 3

About the University and the Graduate School ..... 4

2024 - 2025 Academic Calendar ..... 31

Important Telephone Numbers ..... 37

Academic Regulations ..... 39

Graduate School Admission Requirements ..... 73

Fees, Expenses and Financial Aid ..... 80

Graduate Programs ..... 101

Graduate Courses ..... 182

Graduate Faculty ..... 240

## REGULATIONS SUBJECT TO CHANGE

Every effort has been made to assure the accuracy of this catalog to the extent possible at press time. However, changes in or elimination of provisions contained herein on any and all matters, including courses, course descriptions, designations of faculty, fees, and other charges, admission and degree requirements, and academic policies and procedures, may be made and applied before the next catalog is published. Students should contact the appropriate department head, dean, or other administrative office for current information. Western Carolina University does not intend to enter into a contractual relationship with any student or other person through the issuance of *The Record* and does not intend to create any cause of action against the State of North Carolina, The University of North Carolina, the Board of Governors, the President, Western Carolina University (WCU), WCU's Board of Trustees, WCU's Chancellor, or any other officer, agency, agent, or employee of the state, The University of North Carolina, or WCU.

Western Carolina University is committed to equity in educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, sexual orientation, or disability.

For information concerning non-discrimination policies and procedures, contact the Office of Legal Counsel and Institutional Integrity, 520 H.F. Robinson Administration Building, Western Carolina University, Cullowhee, North Carolina 28723, (828) 227-7116 or visit the [safe.wcu.edu](http://safe.wcu.edu) website.

Western Carolina University publishes two issues of *The Record*, the Undergraduate Catalog and the Graduate Catalog. Both describe academic programs, regulations, and policies. Find an online version at: [catalog.wcu.edu](http://catalog.wcu.edu). Electronic copies of the appropriate issues are made available to students registered at the university, high school principals and guidance counselors, college and university libraries, and public and private high schools and institutions of higher learning in North Carolina. Electronic copies are available from Graduate School and Research, Western Carolina University, Cullowhee, NC, 28723 (828-227-7398 or [grad@email.wcu.edu](mailto:grad@email.wcu.edu)).

# About the University and the Graduate School

## About the University

A member of the University of North Carolina System, Western Carolina University offers courses in the arts, humanities, sciences, engineering, technologies, healthcare, business, and professions. Students can elect degree programs at the bachelor's, master's, or doctoral level of study. Doctoral degrees are offered in educational leadership, physical therapy, psychology, and nursing with emphases in nurse anesthesia, nursing practice, and family nursing practice. As a regional comprehensive institution, WCU serves the people of North Carolina from its residential campus in Cullowhee and its site in Asheville, as well as online.

## Mission

As Western North Carolina's regional comprehensive university, Western Carolina University is dedicated to academic excellence, affordability, and access. WCU inspires student learning through innovative teaching, nationally recognized programs, exceptional support, and a robust connectedness with surrounding communities in Southern Appalachia, including the Eastern Band of Cherokee Indians. Through a broad range of scholarly activities, our faculty and students seek to better understand our region, state, nation, and world. With an emphasis on engaging students both inside and outside the classroom, WCU's bachelor's, master's, and professional doctoral programs in Cullowhee, Asheville, and online aim to improve lives and promote economic prosperity throughout Western North Carolina and beyond.

## Our Core Values

- Excellence in Teaching, Learning, and Scholarship
- Collaboration with and Respect for our Communities
- Free and Open Interchange of Ideas
- Diversity and Inclusive Excellence
- Robust and Engaging Student Experience
- Investment in our People
- Environmental Stewardship

## Our Vision

Western Carolina University will be a national model for public comprehensive universities serving rural regions and an innovative driver for the social and economic mobility of its students. WCU will break barriers to student access and opportunity, and leverage the expertise of its faculty, staff, and students in confronting the complex health, educational, social, and economic challenges in its region and state.

## Location

Western Carolina University is located in the scenic Southern Appalachian Mountains in Cullowhee, North Carolina. The university consists of the main residential campus in Cullowhee and an instructional site in Asheville, NC, serving the greater Buncombe-Henderson County areas.

A faculty of about 776 serves a student body of approximately 12,000 in resident and distance classes. The Cullowhee campus is in a rural valley between the Blue Ridge and Great Smoky Mountains, fifty-two miles west of Asheville and seven miles south of Sylva on North Carolina Highway 107. The location at the southern end of Cullowhee Valley in the heart of the Tuckasegee River basin gives it an unusually attractive setting. The closest commercial airport to the university is located in Asheville.

The central campus consists of about roughly 600 acres, including beautifully wooded areas and modern academic, student-residence, recreation, and athletic facilities on both the east and west sides of Highway 107 in Cullowhee. The Blue Ridge Parkway, Great Smoky Mountains National Park, Qualla Boundary (Cherokee), Fontana Lake, and numerous resort areas offer golfing, skiing, fishing, hunting, hiking, water sports, and other recreational opportunities nearby.

The university's instructional site in Asheville is located at Biltmore Park Town Square along I-26 near the Asheville Regional Airport. WCU offers degree programs in nursing and engineering as well as graduate programs in accounting, business administration, public affairs, entrepreneurship, social work, physical therapy, and education at the Biltmore Park location.

## **Governance**

Western Carolina University, a constituent institution of The University of North Carolina System, 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 University of North Carolina System Office. The Board of Trustees receives its authority by delegation from the UNC 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. The Staff Senate functions as the voice of staff and is advisory to the chancellor.

## **Land Acknowledgment**

Western Carolina University is situated within the ancestral homelands of the Cherokee people, twenty miles from present-day Eastern Band of Cherokee Indian communities of the Qualla Boundary. The campus occupies Two Sparrows Place (Tali Tsisgwayahi, ᄎᄆ ᄆᄆᄆᄆᄆ), an ancient principal town with a mound and council house where Killian Building now stands. Cullowhee, the university's home, is Tsul'kalawi (ᄆᄆᄆᄆ) or Judaculla's Place. This giant being was the Great Teacher and steward of the natural world, and ancient stories about Judaculla tell of the Creator and creation, the origin of humans, and the proper way to be Cherokee. We at Western Carolina University inherit these stories so that we may better understand the deep significance of this beloved place and our role here.

We are dedicated to supporting the Eastern Band of Cherokee Indians and all indigenous tribes throughout the world in achieving futures of their own making. We will continue to collaborate with tribal nations to address the challenges at hand, and we want each of you to accept the charge of learning and supporting our relationship with indigenous people during your time at WCU. This work acknowledges our sense of place and reinforces our mission at Western Carolina University.

## **Accreditation**

Western Carolina University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctorate degrees. Western Carolina University also may offer credentials, such as certificates and diplomas, at approved degree levels. Questions about the accreditation of Western Carolina University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

**In addition to this institutional accreditation, other program-specific accreditation by appropriate agencies includes these:**

AACSB International - The Association to Advance Collegiate Schools of Business

ABET, Applied and Natural Science Accreditation Commission

ABET, Computing Accreditation Commission

ABET, Engineering Accreditation Commission

ABET, Engineering Technology Accreditation Commission

American Chemical Society

American Dietetic Association

American Speech-Language-Hearing Association

Commission on Accreditation of Allied Health Education Programs in cooperation with the Council on Accreditation of the American Health Information Management Association, and the Joint Review

Committee on Educational Programs for the Emergency Medical Professions

Commission on Accreditation of Athletic Training Education

Commission on Accreditation in Physical Therapy Education

Commission on Collegiate Nursing Education (CCNE)

Council on Accreditation of the American Association of Nurse Anesthetists

Council for Accreditation of Counseling and Related Educational Programs

Council for the Accreditation of Educator Preparation

Council on Social Work Education

Foundation for Interior Design Education Research (FIDER)

National Accreditation Council for Environmental Health Science and Protection

National Association of Schools of Music

National Association of School Psychologists

National Council of Teachers of English

North American Society for Sport Management/National Association for Sport and Physical Education

North Carolina Board of Nursing

North Carolina Department of Public Instruction

Project Management Institute, Inc.

**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 the following:**

Academy of Criminal Justice Sciences

American Association of Colleges for Teacher Education

American Association of Colleges of Nursing

American Association of Higher Education

American Association of State Colleges and Universities

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

Carnegie Project on the Education Doctorate  
College Entrance Examination Board  
Conference of Southern Graduate Schools  
Cooperative Education Association  
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 University Continuing Education Association  
North American Association of Summer Sessions  
North Carolina Academy of Science  
North Carolina Association of Colleges and Universities

North Carolina Association of Colleges for Teacher Education (NCACTE)  
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

Wilderness Education Association

## **The Register**

### **History of The University of North Carolina**

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of The University of North Carolina. Western Carolina University is one of the sixteen constituent institutions of the multi-campus state university.

The University of North Carolina, chartered by the North Carolina General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of The University of North Carolina was at Chapel Hill.

In 1877, the North Carolina General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically black institutions, and another was

founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931, the North Carolina General Assembly redefined The University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now the University of North Carolina at Greensboro). The new multi-campus university operated with one board of trustees and one president. By 1969, three additional campuses had joined the university through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971, the North Carolina General Assembly passed legislation bringing into the University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created the current sixteen-campus university. In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the university; and in 1996, Pembroke State University was renamed The University of North Carolina at Pembroke through legislative action.

The UNC Board of Governors is the policy-making body legally charged with the general determination, control, supervision, management, and governance of all affairs of the constituent institutions. It elects the president, who administers the university. The thirty-two voting members of the Board of Governors are elected by the North Carolina General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as non-voting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a non-voting member.

Each of the sixteen constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex officio. The North Carolina School of the Arts has two additional ex officio members. Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

## **Board of Governors**

Wendy Floyd Murphy, Chair

Kellie Hunt Blue, Vice Chair

Pearl Burris-Floyd., Secretary

Dr. Lee Barnes

Kirk J. Bradley

Cameron Brown



Harry Brown  
C. Philip Byers  
Swadesh Chatterjee  
Jimmy D. Clark  
Carolyn Coward  
Gene Davis  
Joel Ford  
John Fraley  
Kathryn Crisp Greeley  
Reginald Ronald Holley  
Mark Holton  
Terry Hutchens  
J. Alex Mitchell  
Sonja Phillips Nichols  
Art Pope  
Randy Ramsey  
Temple Sloan  
Woody White  
Michael Williford

## **Officers of the University of North Carolina**

Peter Hans	<i>President</i>
Norma Houston	<i>Chief of Staff</i>
Michael Vollmer	<i>Chief Operating Officer</i>
Dr. David J. English	<i>Senior Vice President for Academic Affairs and Chief Academic Officer</i>
Jennifer Haygood	<i>Senior Vice President for Finance and Chief Financial Officer</i>
Andrew P. Kelly	<i>Senior Vice President for Strategy and Policy</i>

Andrew Tripp	<i>Senior Vice President for Legal Affairs &amp; General Counsel</i>
Bart Goodson	<i>Senior Vice President for Government Relations</i>
Dr. Thomas Walker	<i>Senior Advisor for Economic Development and Military Affairs</i>
Darryl Bass	<i>Vice President for Human Resources</i>
Andrea Poole	<i>Executive Director, North Carolina State Education Assistance Authority</i>

## **Western Carolina University**

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

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

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

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

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

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

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

## **Board of Trustees**

Casey Cooper, Chair

Rebecca Brown, Vice Chair

Joseph Crocker, Secretary

Haden Boliek

Dan Field

Jon Hardister

Kathy Harrington

Timothy Haskett

Ken Hughes

Robert Roberts

Jake Robinson

Aaron Hoyle-Rivera (SGA President)

### **Administrative Officers**

#### **Office of the Chancellor**

Kelli R. Brown, PhD	<i>Chancellor</i>
Melissa Canady Wargo, PhD	<i>Chief of Staff</i>
<b>Chancellor's Executive Council</b>	
Richard Starnes, PhD	<i>Provost and Vice Chancellor for Academic Affairs</i>
Shea Browning, JD	<i>General Counsel</i>
Michael T. Byers, MBA.	<i>Vice Chancellor for Administration and Finance</i>
Jamie T. Raynor, MAEd	<i>Vice Chancellor for Advancement</i>
H. Samuel Miller, Jr., PhD	<i>Vice Chancellor for Student Affairs</i>
Alex Gary, MBA	<i>Director of Athletics</i>

Chris Williams, MBA	<i>Chief Information Officer</i>
Gary Malloy, CIA, CFE, CRMA	<i>Chief Audit Officer</i>

## About the Graduate School

The Graduate School consists of a graduate faculty represented by the dean, who is the administrative officer, and the Graduate Council. The dean reports to the Provost and Senior Vice Chancellor and is responsible for Graduate School and Research. Please see the *Graduate Faculty & Staff* web page for a current list of graduate faculty members.

### Graduate Council

The *Faculty Handbook* defines the composition of the Graduate Council. Please see the *Graduate Council* web page for a current list of faculty and student members. The Graduate Council formulates and recommends policies and standards for the Graduate School, reviews and recommends all teaching personnel for graduate courses, and appraises and recommends new graduate degree programs and changes in existing programs.

### Research Administration

The *Office of Research Administration* (ORA) provides comprehensive support services for faculty and students seeking external funding for research from public and private sources. These support services include assistance with project planning, funding searches, proposal development, internal and external electronic submission processes, budgeting, human and animal subject research, project administration, and compliance. Further information may be obtained by emailing Research Administration at [researchadministration@wcu.edu](mailto:researchadministration@wcu.edu), writing the Research Administration at 110 Cordelia Camp, Cullowhee, North Carolina 28723, or by calling (828) 227-7212.

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

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

Western Carolina University is a state-supported coeducational institution with a student body of almost 12,000, of which over 1,700 are graduate students. Including its credit and noncredit instructional courses, continuing education offerings, workshops, conferences, and service programs, the university serves more than 12,000 persons each year. The Graduate School offers programs leading to 27 Master's degrees in more than 50 professional and academic areas, the Specialist in School Psychology degree, and 6 Doctoral degrees.

The Graduate School provides programs to prepare members of the teaching profession for licensure at the Master's and sixth-year levels, to prepare persons to teach in higher education, and to meet the needs of persons working in or preparing to work in other occupations and professions. A student interested in any of the following programs should request additional information from the Graduate School or the head of the appropriate department: accountancy, art, athletic training, biology, business

administration, chemistry, communication sciences and disorders, construction management, counseling, educational leadership, elementary education, English, engineering technology, experiential outdoor education, health sciences, higher education student affairs, history, human resources, innovation leadership & entrepreneurship, middle grades education, nursing, physical therapy, project management, psychology, public affairs, school administration, social sciences, social work, special education, or sport management.

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

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

### **Division of Educational Outreach**

Through the Division of Educational Outreach, the teaching resources of the university are made available to the residents of the region and the state. The division promotes and coordinates noncredit and off-site credit courses and programs, supports military students (residential and distance), manages distance learning student support, operates a testing center, and supports academic departments in non-credit offerings and conferences, camps and other events. Many workshops, institutes, conferences, seminars, and short courses are available for Continuing Education Unit (CEU) credit.

**Distance Learning.** Division of Educational Outreach collaborates with academic colleges, Information Technology, university student service units, community colleges, and businesses to provide support to distance learners. Distance Learning Student Services supports students by assisting with application and admission processes, providing online tutoring, supporting students through electronic and personal contact; supporting distance faculty where appropriate; and providing data for distance learning decisions. Distance learning extends the boundaries of the university by using a variety of telecommunications technologies in the online and off-campus delivery of UNC-approved distance programs. On occasion, students may meet in a regular classroom setting or on Saturdays for clinical activities at distant instructional sites. Distance learners may be required to attend an orientation on the campus of Western Carolina University or at an outreach site.

**Cordelia Camp Building.** The division manages a conference and training center, which is equipped with classrooms, computer labs, and interactive video facilities. The center serves businesses, agencies, and schools in Western North Carolina with continuing professional education workshops and retreats.

**Camps and Conferences.** The division provides support for educational conferences, camps, and special events and is the facilitator of faculty-led conferences on campus. Several annual conferences are held each year on campus with expert faculty from Western Carolina University and from throughout the U.S. Experienced staff can help develop budgets; assist in program planning; secure appropriate facilities; arrange for lodging, meals, banquets, and tours; provide brochure design, printing, and mailing service; handle registrations; and manage financial details. Depending on the university calendar and preference of the sponsors, conference participants may be housed in campus facilities or off-campus commercial settings.

**Professional Growth and Enrichment.** With the rapid explosion of new knowledge and technologies, up-to-date information is vital for today's professional. A wide range of opportunities is available for continued learning in many fields. These include both online and face-to-face opportunities. There are

non-credit opportunities for recertification or certification in a variety of fields including nursing, project management, and drug and alcohol. Programs can be tailored to meet specific organizational needs and to assist in corporate training efforts at any site.

**Military Student Service-Educational Outreach** houses military student services including the certification office for military-affiliated funding for active duty, veterans, spouses and dependents. The Office acts as a one-stop for all things military from recruitment to graduation. The Office advocates for military students and educates the campus as to the special circumstances of military students. Additionally, the Office supports the Student Veterans Association. Visit the website at *military.wcu.edu* or contact the office by email at [military@wcu.edu](mailto:military@wcu.edu) or call (828) 227-7397.

**Testing Center.** The Continuing Education Testing Center oversees administrations of a variety of tests. Testing includes TEAS, SAT, CLEP, DSST, MAT, and other national exams. The Center also serves as a testing site for a variety of high-stakes/professional exams and is an approved site for proctored testing for distance learners through UNC-Online Proctoring Network and the National College Testing Association. Western Carolina University distance students must also test at a testing center approved by one of these two organizations. Each test will have specific requirements for registration. For a list of all testing and requirements, visit the website *testing.wcu.edu*.

**Online students.** The Center also serves distance students from other universities. The Center provides testing for a variety of professional testing. Students should consult with faculty about proctored testing requirements.

**Summer Sessions.** A full summer academic program at the graduate and undergraduate levels is offered in Cullowhee, Asheville and on-line. Special short courses, workshops, and institutes in a number of subjects are available at these locations and in Cherokee. Visit the website at *summer.wcu.edu* for more information.

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

WCU hosts a large instructional site in Asheville which offers a rich mix of undergraduate and graduate degree programs. Most are programs designed for working professionals looking to complete their degrees while continuing their careers. At WCU Biltmore Park, the University offers two doctoral programs in Education and Nursing, and 10 master's programs which include degrees in accounting, business, counseling, English, nursing, public affairs, social work, and technology. Additionally, WCU offers two baccalaureate completion programs in engineering and nursing.

WCU's instructional site in Asheville is located at 28 Scheck Parkway, halfway between downtown Asheville and Hendersonville at Biltmore Park Town Square. More information can be found at *biltmorepark.wcu.edu* or at (828) 654-6498.

## **Service and Research Centers**

Faculty members and students participate in a wide range of service and research activities. The university's service centers add impetus to the programs of the colleges and departments and provide significant assistance to the region in which the university is located.

**Accessibility Resources.** It is the mission of the Office of Accessibility Resources (OAR) to remove barriers and ensure equal access for all qualified students with disabilities. We accomplish this mission by providing accommodations and related support services for students with documented disabilities.

Accommodations are provided when deemed necessary and reasonable for a particular student and are determined on a case-by-case basis through an interactive process between the student and the OAR. Accommodations may include but are not limited to, testing accommodations, note-taking accommodations, alternate format texts and materials, assistive technology, and communications assistance (such as sign-language interpreters or captioning services). It is the student's responsibility to disclose their disability, request academic or physical accommodations, and provide documentation. The request can be made at any time; however, some accommodations may take time to put in place, so it is best to make the request as early as possible in the semester. The OAR also provides coaching, self-advocacy training, awareness events/activities, and training for faculty and staff. For more information, please visit [go.wcu.edu/oar](http://go.wcu.edu/oar).

**Center for Career and Professional Development.** The Center for Career and Professional Development encompasses resources and services that support students' self-assessment, career exploration, and pursuit of experiential and post-graduate opportunities.

Activities/services include the following:

- On-campus student employment
- JobCat and other accessible job listing programs
- Individual conferences with career counselors
- Vocational and interest testing
- Internship program assistance
- Resume and cover letter critiquing service
- An online mock interview program
- Career events

The Center for Career and Professional Development is located in the Reid Building Room 150. For more information [careers.wcu.edu](http://careers.wcu.edu).

**The Rapid Center.** The College of Engineering and Technology houses the Rapid Center, a research and development center whose primary mission is to partner with businesses, industry, and entrepreneurs to develop new products and processes. Within a dynamic environment for applied additive manufacturing and testing, our industry-experienced faculty and staff work with business partners to address their specific needs and to remove obstacles to product commercialization and process improvement. The Rapid Center fosters a culture of collaborative innovation helping clients refine existing products, develop new ones, and improve business practices. At the same time, our engineering, technology, and construction students, working with faculty mentors work with The Rapid Center to address real-world problems for project sponsors while gaining applied experiences during their senior capstone project. The Rapid Center's offices, classrooms, and labs are located in the Belk Building and Center for Applied Technology on the Cullowhee campus. Our facilities are fully equipped with professional software and hardware that meets or exceeds, industry standards for product design, development, and advanced testing. The Rapid Center serves businesses and industries throughout the Southeast and beyond, providing access to world-class product development resources while working to achieve our goals of economic transformation and engaged learning.

The Rapid Center is partially funded by the Economic Development Administration, an agency of the U.S. Department of Commerce, and is a partner of WCU's EDA University Center. Collaborating with the Small Business Technology Development Center (SBTDC) and the Center for Entrepreneurship and Innovation in WCU's College of Business, the Rapid Center assists individuals and companies whose combined successes will improve the economic strength of the state, the region, and the Southeast.

To learn more about the student/faculty projects and how to become involved with the Rapid Center, visit [rapid.wcu.edu](http://rapid.wcu.edu).

**Center for Community Engagement and Service Learning.** The Center for Community Engagement and Service Learning helps WCU students, faculty, and staff find service opportunities in the region. The office plans and promotes volunteer opportunities, facilitates course-based service learning projects, and tracks and recognizes student engagement in service through the Lily Community Engagement Award program. Service opportunities are available at over 130 community agencies and include many types of projects. Through service learning, students can improve their understanding of course content, meet community needs, develop career-related skills, and become responsible citizens. Each year, WCU offers nearly 100 courses with service learning components, spread across every college and school of the university.

**Department of Veterans Affairs (VA) Educational Benefits.** Western Carolina University is approved under the provisions of Title 38 United States Code, Chapter 36, to receive and process VA education benefits. Persons eligible and entitled under provisions of Chapters 30, 31, 33, 35 and Sections 901 and 903, and Title 10 United States Code, Chapter 1606 may enroll in programs approved by the North Carolina State Approving Agency. All inquiries concerning Veterans Affairs educational benefits should be addressed to the VA Certifying Official, Military Student Services, 138 Camp Building, Western Carolina University, Cullowhee, North Carolina 28723, telephone (828) 227-3074.

### **Highlands Biological Station.**

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

HBS is located on the Blue Ridge Escarpment about 30 miles south of Cullowhee in the town of Highlands, North Carolina. The topography, latitude, and high rainfall of the area combine to yield extremely rich biotic and environmental diversity, making HBS an ideal locale for field studies in environmental biology, conservation, aquatic ecology, population biology, community and ecosystem ecology, and systematics. Its facilities are open to students and senior investigators engaged in research on the organisms and environments of the southern Appalachian region. Station facilities include housing (40 beds in several residences), a self-service dining hall, well-equipped research space, and teaching classrooms and laboratories. The 23-acre campus also includes the WPA-built Highlands Nature Center, which offers educational exhibits, K-12 outreach, and a wide variety of public programs, and the 12-acre Highlands Botanical Garden, which features hundreds of native plant species in a variety of southern Appalachian habitats. Both the Nature Center and Botanical Garden are free and open to the public.

Each summer HBS offers a series of one-to-two-week courses and workshops taught at the advanced undergraduate and introductory graduate levels, as well as short courses and workshops for general audiences. Academic credit through WCU or UNC-Chapel Hill is available for most courses and workshops. Limited financial aid is available for courses, and a research Grant-in-Aid program also provides financial assistance to graduate students conducting thesis research at HBS. Since 2001, the Station has hosted a fall semester-in-residence undergraduate program in environmental biology in cooperation with the Institute for the Environment at UNC-Chapel Hill. WCU students majoring in biology or environmental sciences are encouraged to apply to this unique program.



To learn more about the programs, courses, and research opportunities at the Highlands Biological Station, visit the HBS website at *highlandsbiological.org* or contact Dr. James T. Costa, Executive Director, Highlands Biological Station, 265 N. Sixth Street, Highlands, NC 28741; by phone at (828) 526-2602; or by email at *costa@email.wcu.edu*.

**Office of National and International Awards (ONIA).** The Office of National and International Awards (ONIA) is the quintessential resource at Western Carolina University for providing qualifying students with the knowledge and skills necessary to apply for and win competitive national and international awards. ONIA coordinates the institution's support of students who wish to apply for competitive national and international awards, such as the Fulbright, Goldwater, Marshall, Truman, or Rhodes. Please note that ONIA **does not** coordinate WCU financial aid, scholarships, or graduate fellowships. For information on how to apply for external competitive awards at WCU, please contact the Director, Dr. Ingrid Bego, at *ibego@wcu.edu* or call (828) 227-3899.

**Western Carolina University Cherokee Center.** The Western Carolina University Center in Cherokee was established in 1975 in cooperation with the tribal government of the Eastern Band of the Cherokee Indians. The Cherokee Center and its staff serve as the collaborative hub between the Eastern Band of Cherokee Indians and Western Carolina University. The center offers pre-admissions counseling, academic advisement, financial aid assistance, and study-skills development services in addition to courses leading toward academic degrees and non-credit courses. The center also serves as a support system for the Native American Student Organization and the EBCI Western Alumni Club. The center serves Cherokee and the surrounding communities and is available to all the people of the region and serves anyone interested in attending any college or post-secondary institution. The office for the Cherokee Center is located at 1594 Acquoni Road, next to the Cherokee Youth Center. The Center operates Monday through Friday 8 am - 5 pm. Contact the Center by phone at (828) 497-7920.

## Hunter Library

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

- Extensive books and periodicals. This collection is augmented by a cooperative agreement with UNC Asheville and Appalachian State University using a shared online catalog and delivery service. Students can readily borrow items from these other libraries and generally receive them in two days or less
- 200+ electronic databases and 70,000+ electronic journals that can be accessed remotely
- Electronic reserves collection that can be accessed remotely
- Free interlibrary loan service for all students and employees
- 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
- Streaming and physical media
- Curriculum Materials, maintaining collections of state-adopted textbooks, curriculum guides, children's literature, and other classroom instructional materials in support of the university's professional education programs

**Information Technology.** The Division of Information Technology is responsible for providing technical assistance, information, and services in support of Western's mission and aspirations. These services include providing information resources to students, faculty, and staff to support teaching, learning, research, and administrative and regional engagement efforts. Information Technology provides advice, planning, and technical guidance for the appropriate use of technology in support of the university's educational endeavors. Information Technology is located in various campus buildings with assistance available at many of WCU's facilities beyond the Cullowhee campus. The university is an active member of EDUCAUSE, a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology. The university is also a member of Internet2, a software and networking consortium led by members from the research and education communities, industry, and government.

Information Technology has over 80 staff and is comprised of the following units: The Office of the Chief Information Officer, Academic Engagement and IT Governance, Chief Technologist and IT Security Office, Coulter Faculty Commons, IT Applications and Systems, IT Project Management Office, Instructional Technology and Desktop Services, and Networking and Communications.

The university uses a state-of-the-art administrative system that allows students and faculty to do virtually all of their business with the university, such as register for courses or post grades, online. All students receive a WCU email account that allows them to communicate with their peers, faculty members, and university offices. The *myWCU* portal is the primary tool used by students to access email and other campus and course-related information. Canvas is the primary instructional delivery system in support of traditional classroom and online courses.

There are over 5,000 WCU-owned computers and mobile devices in offices, classrooms, and lab facilities, all with connections to high-speed broadband networks. Students enjoy high-speed network connectivity from their residence hall rooms or from the EDUROAM wireless network available throughout the Cullowhee campus. The Technology Commons, our IT walk-up location, which boasts a multitude of services, is located on the ground floor of Hunter Library. Their hours can be found at [tc.wcu.edu](http://tc.wcu.edu), but the Technology Commons is always open 24 hours during the last two weeks of the fall and spring semesters. Users may call the Information Technology Help Desk locally at (828) 227-7487 or toll-free at (866) 928-7487 or visit the Online Help Desk/Self-Service page located at: [help.wcu.edu](http://help.wcu.edu) for assistance with any Information Technology service or resource. Faculty routinely work with the Coulter Faculty Commons to integrate technology into their teaching activities.

Information Technology supports both Windows and Apple operating systems along with various software applications including a focus on Microsoft Office products. Office products are provided for faculty, staff, and students along with upgrades for the Windows operating system for university and personal computers. Information Technology also provides computer virus protection software to all students, faculty, and staff and is committed to keeping computers safe, secure, and current in a highly networked campus computing environment. Many software packages are centrally licensed with a limited number of licenses available in labs and classrooms, but they can also be accessed anytime/anywhere through our VCAT service. Visit [vcat.wcu.edu](http://vcat.wcu.edu) for more information. Statistical packages and other specialized software, including digital media editing, geographical information systems, and engineering design programs, can be found in collaborative labs and classrooms.

IT Video Services provides consultation and technical support for campus video needs, including audio/video production, streaming, live event support, and video conferencing services through the North Carolina Research and Education Network (NCREN). The Division of Information Technology (DoIT)

website at [doit.wcu.edu](http://doit.wcu.edu) provides a variety of useful technology information and self-help resources, as well as links for downloading software for personally-owned computers and accessing computer purchasing information.

**Office of Global Engagement.** The Office of Global Engagement provides leadership and advocacy for international programs and activities on campus and coordinates the resources necessary to sustain their growth. IPS is the hub of international activities at WCU. IPS works with faculty, staff, and students on campus, in Western Carolina, and throughout the world to:

- Help develop WCU students into global citizens
- Manage WCU's study abroad programs
- Develop and facilitate international engagement and partnerships
- Support international teaching and learning for example, through faculty-led study abroad programs, and Global Learning Academy
- Recruit and enroll international students
- Provide immigration services and transitional support for international students and scholars
- Provide English language training to international students
- Increase cross-cultural understanding through outreach programs, for example, K-12 outreach

**McKee Assessment and Psychological Services Clinic.** The McKee Assessment and Psychological Services Clinic at Western Carolina University is a state of the art, not-for-profit training clinic for students in our Clinical, School, and Health Service Psychology graduate programs. The McKee clinic provides comprehensive psychological evaluations, educational and therapeutic recommendations, and consultation services to schools, parents, students, and individuals from the community. All services are provided by master and doctoral-level graduate students under the close supervision of university faculty.

**Mentoring and Persistence to Success (MAPS)** (<http://www.wcu.edu/learn/academic-success/student-retention/maps/>) is a comprehensive academic support program which assists eligible students in choosing and working toward their academic, career, and personal goals with programs tailored to meet individual needs. Services include academic advising, career and personal coaching, and mentoring. Students may qualify for all free services if they meet one of the following criteria: they are first-generation college students; OR are independent status; OR meet U.S. Department of Education income guidelines. MAPS also coordinates freshman and early start and transition programs including the Academic Success Program (ASP), Catamount Gap, Catamount Gap Abroad, and STEM Enrichment.

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

**Myron L. Coulter Faculty Commons for Excellence in Teaching and Learning.** The Coulter Faculty Commons, founded in 1988, provides comprehensive support for all part-time and full-time faculty and Graduate Teaching Assistants in teaching, learning, research, and engagement. Located in Hunter Library, the CFC's mission includes the enhancement of student learning, the facilitation of effectiveness in instructional technology, the planning and implementation of events/ professional development opportunities, and the support of faculty research. Graduate students and faculty who participate in CFC activities are able to document their participation and collaboration with the CFC to show evidence of

professional development in teaching and learning. For more information, visit the CFC website at <http://www.wcu.edu/learn/faculty/coulter-faculty-commons/>

Activities and services include:

- One-on-one consultation and workshop opportunities on course design, syllabi, learning objectives, active learning, and effective teaching and learning strategies
- One-on-one consultation and workshop opportunities for research design, methodology, and assessment, particularly for research in the scholarship of teaching and learning.
- One-on-one consultations and workshop opportunities focused on using lecture-capture software and other digital media tools in teaching.
- Monthly newsletters with news, opportunities, and best practices in teaching and learning
- Training opportunities for using the LMS (Learning Management System) for instruction
- Support for the use of research software, including ArcGIS, Qualtrics (a survey tool), SPSS, SAS, and STATA.
- Support for research across the Boyer model, including the Scholarship of Teaching and Learning

The Coulter Faculty Commons can be reached at (828) 227-7196.

**North Carolina Center for the Advancement of Teaching.** The North Carolina Center for the Advancement of Teaching (NCCAT) was established by the General Assembly of North Carolina in 1985 as a statewide center to recognize and support outstanding North Carolina pre-kindergarten through twelfth-grade public school teachers and to enhance teaching as an art and profession with the ultimate goal being the retention of high-quality teachers in the classroom. A center of The University of North Carolina, NCCAT is governed by a board of trustees, and its programs and activities are conducted by a professional staff of faculty and administrators.

**School-University Teacher Education Partnership (SUTEP).** SUTEP, housed in the College of Education and Allied Professions, partners with more than 100 schools in the 18 western North Carolina school systems. These partnerships are designed to enrich school-university relationships, strengthen teacher preparation, and provide professional development for teachers and school administrators.

**Southern Appalachian Biodiversity and Ecology Center (SABEC).** Faculty and students in Biology and Natural Resources Conservation and Management collaborate with Highlands Biological Station, regional groups, and public schools in education, research, and outreach focused on ecology and biotic diversity in the mountain ecosystems of western North Carolina and surrounding areas.

**Speech and Hearing Clinic.** The Speech and Hearing Clinic's (SHC) fundamental mission is to provide quality clinical education for undergraduate and graduate students majoring in the discipline of communication disorders. As a critical adjunct, the SHC provides diagnostic, treatment, and consultative services to citizens of western North Carolina with known or suspected speech, language, and/or hearing disorders. The SHC also strives to serve as a community resource for allied professionals and agencies requiring information about human communication and communication disorders. The clinic 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 people of all ages. In addition to traditional speech/language/hearing services, the SHC offers the following:

- Hearing aid evaluation and dispensing
- Otoacoustic emission testing
- Augmentative communication evaluation
- Interdisciplinary evaluation

- Assistive technology consultation and training
- Education on various topics related to communication disorders

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

Most business owners or their executives come to the SBTDC initially for confidential counseling to assess their business and develop a plan to make their business better. Together, the counselor and company select tools to implement that plan - financial analysis, market studies, focus groups, strategic needs assessments, government procurement assistance, and/or strategic planning retreats to name a few. If funding is needed, the SBTDC provides hands-on assistance with loan package preparation and approaches to other capital sources (including angel investors). For companies involved in scientific research & product development, our team assists with federal SBIR and STTR grant proposals.

As a program of the university system, the SBTDC strives to leverage the assets of WCU to benefit businesses in the region. Each year, in partnership with professors from the College of Business well over 250 students from WCU participate in applied learning projects designed to assist companies with improvement and growth. These projects provide a hands-on learning experience for students and much-needed resources for businesses. Finally, the Center administers a summer internship program for rising seniors at WCU who work with a small business in the region for eight weeks over the course of the summer. Students apply for specific positions with companies who have expressed interest in hosting an intern.

For more information, visit the SBTDC at WCU Center page at <http://www.sbtdc.org/offices/wcu/>.

**Writing and Learning Commons (WaLC)** provides tutoring and academic support services to help students develop the skills, knowledge, and confidence they need to achieve academic excellence. Services include course tutoring, writing tutoring, academic skills consultations, international student consultations, and online writing resources.

Writing tutors collaborate with students from all classes and majors at every stage of the writing process, from brainstorming and prewriting to drafting and revising. Course tutors facilitate collaborative sessions and offer strategies for effective study. Academic skills consultants conduct in-class workshops and one-on-one consultations focused on improving students' reading, note taking, time management, test preparation, and test taking skills. Visit [tutoring.wcu.edu](http://tutoring.wcu.edu) or call (828) 227-2274 to schedule appointments.

Tutoring services are available during fall, spring, and summer terms and are offered to enrolled students without charge.

In addition to using the WaLC's online resources, distance students and students taking classes at Biltmore Park are encouraged to use Brainfuse, an online tutoring service provided by The Division of Educational Outreach. For more information about Brainfuse, visit [onlinetutoring.wcu.edu](http://onlinetutoring.wcu.edu).

**The Mathematics Tutoring Center (MTC)**, located at Stillwell 437, is an associated service of the **Writing and Learning Commons** Group. We are closely connected with the **Math and Computer Science Department**. We are mainly a drop-in tutoring service, serving students who are taking math and computer science courses at WCU, and we do offer some appointments for Math and Computer Science courses through Navigate. Our normal hours of operation are 9 am - 9 pm, Monday through

Thursday, and 9 am - 5 pm on Fridays during the Fall and Spring semesters. The Director, Sibley Bryan, can be reached at (828) 227-3830 or at [fsbryan@wcu.edu](mailto:fsbryan@wcu.edu).

## **Centers and Institutes Affiliated with Graduate School and Research**

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

**Public Policy Institute.** The Public Policy Institute is a multidisciplinary applied research and outreach arm of the University concerned with promoting effective public policy in the region. Faculty and students from across the University participate in the institute in a variety of ways. Interested students and faculty should contact the director at [ppi@wcu.edu](mailto:ppi@wcu.edu), via email for more information.

## **Other Offices and Services**

**Office of Institutional Planning and Effectiveness.** The Office of Institutional Planning and Effectiveness (OIPE) is responsible for coordinating the university's institutional research, strategic planning, accreditation, and assessment activities. OIPE is responsible for the university's state and federal reporting obligations, assists university departments with surveys, and provides university statistical information requested by other agencies. Visit the OIPE website at <http://www.wcu.edu/learn/office-of-the-provost/oipe/>.

## **Chancellor's Division/Chief of Staff**

The chancellor's division includes units that deal strategically with internal controls, compliance, and external messaging and outreach.

Reporting to the chancellor are the chief of staff with responsibility for external affairs, the general counsel with responsibility for legal services and compliance, the chief diversity officer with responsibility for equal opportunity and inclusive excellence, and the chief audit officer with responsibility for internal audit and risk management.

### **Office of the Chief of Staff (External Affairs)**

The chief of staff to the chancellor also serves as the university's primary external affairs officer, providing strategic direction and vision to the university's communication and outreach to external constituents such as governing boards, system officials and staff, elected and appointed officials, media, and prospective students and their influencers. Functions reporting to the chief of staff include marketing and communications, public relations, government relations, special events, and economic development and regional partnerships.

**University Communications and Marketing.** University Communications and Marketing is led by the chief marketing and communications officer and includes the university's news, media relations, social media, creative services, photography, and videography functions.

Communications and Marketing is responsible for branding and licensing; external and internal communications; media relations; photography and videography; institutional content and design; the web; marketing and advertising; and social and emerging media. The team is dedicated to advancing the mission of WCU through strategic, integrated communication and outreach, and works to share the stories of the university, its people and programs, and its impact on the Western North Carolina region - and beyond.

**External Relations.** The Office of External Relations is led by the deputy chief of staff/director of external relations who functions as the university's official liaison with elected and appointed officials from the municipal to the federal levels. External relations pursue funding opportunities and policy advocacy for WCU with congressional and state legislative leaders and other elected and appointed officials and agencies. External relations also oversees the function of university special events.

**Special Events.** The Office of Special Events is led by the director of special events and is responsible for the strategic direction, planning, and implementation of top-level, university-wide special events on behalf of the chancellor and the chief of staff, both on campus and off. The special events team also serves as advisors to the Chancellor's Ambassador student organization providing leadership and event support for functions held by the chancellor and senior leadership. The team members also serve as event consultants for departments across campus.

**Economic Development.** The Office of Economic Development is led by the executive director of economic development and regional partnerships. The office functions to create partnerships that link university, nonprofit, government, and industry resources to address community and economic development needs primarily in the westernmost counties served by WCU.

### **Office of Legal Counsel and Compliance**

The Office of University Counsel is led by the General Counsel and provides legal advice to the Board of Trustees, the chancellor, the administration, faculty, and staff on legal matters involving or affecting the institution; advises the university administration on a broad range of initiatives, policy matters, and issues; and serves as a liaison between the university and its related and affiliated entities on legal issues. In addition, the office of compliance supports administration, faculty, and staff in our mutual effort to maintain compliance with all rules and regulations applicable to WCU.

### **Office of Equal Opportunity and Diversity**

The Office of Equal Opportunity and Diversity is led by the Chief Diversity Officer and aspires to strengthen diversity as an integral component of academic excellence within WCU and, in the process, to establish the university as a leader within North Carolina in preparing its students for success in a culturally and racially diverse society.

### **Office of Internal Audit**

The Office of Internal Audit is led by the chief audit officer and provides independent, objective assurance and consulting activity designed to add value and improve the university's operations. The office's primary goal is to help the university accomplish its objectives by bringing a systematic, disciplined approach to evaluating and improving the effectiveness of risk management, control, and governance processes.

**Office of Development.** University Policy #55 assigns the Office of Development responsibility for private-sector fund-raising on behalf of University units and programs. The Office of Development

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

## Student Life and Services

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

### Housing

**Residential Living.** The university's residence halls are an integral part of campus life, offering a variety of experiences that contribute to intellectual, personal, and social development. The residence halls are staffed by Area Coordinators and professionals responsible for both the residential community as well as each student's personal growth and development.

The residence halls are open to all students, undergraduate and graduate, to the extent available. Freshmen, sophomores, and some transfer students are required to live on campus. This requirement may be waived if the student is married or lives with a legal parent/guardian in a county contiguous to Jackson County. For full details regarding the residency requirement, please read University Policy #96 at <https://www.wcu.edu/discover/leadership/office-of-the-chancellor/legal-counsel-office/university-policies/numerical-index/university-policy-96.aspx>.

A variety of accommodations are available including private and double rooms, suite-style buildings, and graduate housing. Each room is furnished with computer data ports, single beds, study desks, chairs, dressers, and closets. Students provide their own pillows, bed linens, towels, lamps, clocks, wastebaskets, and telephones. (A list of suggested items to bring can be found on the Residential Living website.) Cable television is provided in student rooms and in designated public areas. Other amenities include vending machines, washers, and dryers. Mail service is provided to all residential students at the Student Mail Center located in the University Center. Mailing addresses are assigned by the Department of Residential Living and are provided when students receive housing assignments.

Please visit [housing.wcu.edu](https://housing.wcu.edu) to learn much more about Residential Living and life in the residence halls at Western Carolina University,

**Off-Campus Housing.** Students who are eligible under University Policy #96 to live off-campus and choose to do so are responsible for making those arrangements and the associated obligations. While the University does not endorse any off-campus housing, an online service is available to help University community members explore off-campus options: [offcampushousing.wcu.edu](https://offcampushousing.wcu.edu).

### Dining Services

Please review the Dining Services website at <https://westerncarolina.campusdish.com/> for comprehensive information about eating on-campus.



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

Students living in university residence halls are required to purchase a campus meal plan each semester. Participation in a food service plan is optional for commuting students. Special dietary requirements are accommodated by contacting WCU Dining at (828) 227-7396.

## **Student Activities and Services**

A variety of programs, activities, and services are available on campus. Students are encouraged to participate in activities outside of the classroom to enhance and broaden their academic pursuits. The student activity fee financially supports many of these activities and services which keeps participation for students at no or low cost.

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

Named for the late Anthony Keith Hinds, former dean, and professor of mathematics at Western Carolina University, the A.K. Hinds University Center (UC) is a gateway to involvement at WCU! The University Center provides an inclusive student-centered community that provides a wide range of services, leadership opportunities, programs, and organizations to improve student involvement and the college experience for students.

The University Center features meeting rooms, event spaces, study spaces, a 170-seat movie theater, Einstein Bros Bagels, the student mailroom, and Recognized Student Organization (RSO) suites. In the University Center, you will find the offices of Intercultural Affairs (ICA), Greek Student Engagement (GSED), and the Department of Campus Activities (DCA).

A vital part of the University Center are the student groups like the Student Media Groups (Western Carolinian, Gadfly, and Nomad), Last Minute Productions (LMP), and Student Government Association (SGA). These student groups provide student-initiated programming and engagement for the entirety of campus.

To find out more about the University Center and the Department of Campus Activities, please visit the website: <https://www.wcu.edu/experience/campus-activities/>.

## **Athletics**

Western Carolina University is a NCAA Division I institution with membership in the Southern Conference. With over 300 student athletes competing in 16 sports, WCU students have many opportunities to support their Catamounts. The mandatory Athletic Fee provides support for WCU Athletics so students have free tickets to all Athletic events. More information about Catamount Athletics is available on the official website: <http://www.catamountsports.com/>.

## **Campus Recreation and Wellness**

Campus Recreation and Wellness (CRW) is housed in the Campus Recreation Center and works to create a campus-wide culture of wellness by providing programs, services, and facilities for individuals to engage and sustain the active process of healthy living. CRW is home to club sports, the group exercise

program, intramurals, our outdoor program - Base Camp Cullowhee. Please visit the CRW website for more information: [reccenter.wcu.edu](http://reccenter.wcu.edu).

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

**Leadership Programs.** Located in the University Center, Leadership Programs is committed to providing students with opportunities to continually enhance leadership skills and interests.

Through the Center's curricular and co-curricular programs, WCU students develop exposed to a variety of leadership skills they will carry with them throughout their lives. Students will experience advanced leadership opportunities and gain skills they can use in their daily lives or within their personal/professional leadership positions.

Through such student clubs and organizations as the Leadership Institute, Greek Life, and the Student Government Association, or through programs such as the Freshman Leadership Institute, the Whee LEAD Conference, CatCamp, or any one of the LEAD Living-Learning Communities (LLC's), students learn how to make a positive impact on campus and in the greater community.

In addition, the Leadership Programs partners with the Leadership minor (LEAD) which is home to over 30 leadership development courses WCU is one of a select few colleges or universities that offer a minor in Leadership. The Leadership minor consists of a total of 18 credit hours (9 credit hours of elective courses and 9 required credit hours).

More information about the Leadership Programs and the Leadership minor is available online: <https://www.wcu.edu/experience/campus-activities/leadershipprograms.aspx>.

**Counseling and Psychological Services** provides free and confidential short-term counseling and emergency services for students. Other services include support groups, consultations, psychiatric medication assessments, referrals, and outreach presentations and programs. Please refer to our website at <http://www.wcu.edu/experience/health-and-wellness/caps/index.aspx> for further information on our services, staff, and mental health resources. Initial appointments can be made in person (Bird Bldg. 2nd floor) or by phone (828) 227-7469. Please refer to our website for a list of our weekly groups, outreach presentation topics, and biofeedback services.

**Department of Campus Activities:** Located in the University Center, the Department of Campus Activities is the place for students to study or hang out with friends, attend movies and events, and explore new ideas and activities. The Campus Activities team plans concerts, trips, arts and cultural events, and more to educate and entertain students. Student organizations including the Student Government Association and the event planning board, Last Minute Productions, are housed within Campus Activities. Leadership opportunities such as the Freshmen Leadership Institute are also offered. For more information, visit [dca.wcu.edu](http://dca.wcu.edu).

**Educator Licensure Assistance.** All students and alumni seeking initial or advanced teacher or school professional licensure will find assistance in the Office of Field Experience and Licensure, Room 230 Killian Building, (828) 227-2000.

**Greek Student Engagement and Development:** Located in the University Center, Greek Student Engagement and Development (GSED) supports 23 fraternities and sororities represented by the College Panhellenic Council, Interfraternity Council, the National Pan-Hellenic Council, and the National Association of Latino Fraternal Organizations. Membership in a fraternity or sorority can greatly enhance students' collegiate experiences and help them cultivate positive connections, social growth, intellectual development, and values-driven decision-making. For more information, visit [gogreek.wcu.edu](http://gogreek.wcu.edu).

**Health Services.** Health Services works to meet the healthcare needs of the WCU campus community. The staff includes physicians, physicians' assistants, licensed practical nurses, registered nurses, and a laboratory technician. Health Services also supports the student-run ambulance service that allows for on-campus coverage for emergencies. Specialty services offered include a women's health clinic, allergy and immunization clinic, and some limited pharmacy services. For more information, visit: [studenthealth.wcu.edu](http://studenthealth.wcu.edu).

## **Intercultural Affairs**

Intercultural Affairs (ICA) located in the University Center, works with all members of the University to provide a campus environment where students from different backgrounds and cultural groups feel appreciated, respected, and valued. Through educational, social, and leadership programs, ICA promotes inclusive values of social justice and human dignity, while preparing students to thrive in a diverse and interconnected world. For more information, visit: [ica.wcu.edu](http://ica.wcu.edu).

## **Ramsey Regional Activity Center**

Western North Carolina's most versatile entertainment complex, the Liston B. Ramsey Regional Activity Center provides quality programming for the entire community. The 8,000 seat arena hosts major concerts, national touring acts, commencement and Catamount basketball and volleyball. Student tickets to major events are often available at a discount. For more information, visit: <https://www.wcu.edu/ramsey-center/index.aspx>.

## **Student Government Association**

The Student Government Association (SGA) is an active, vital part of the university community. Each student has the right to vote in all student elections and may participate in SGA by running for office or applying for an appointed position. The SGA appoints voting members to various University committees, and the president of SGA is a member of the University's Board of Trustees. Visit the SGA website at <https://www.wcu.edu/experience/campus-activities/studentorganizations/sga/index.aspx> for more information.

## **WCU Community Creed and the Code of Student Conduct**

The Department of Student Community Ethics (DSCE) works with the University community to educate students about their rights and responsibilities as stated in the Western Carolina Creed, the Student Handbook, and the Code of Student Conduct. DSCE works to help students and organizations comply

with University living and learning expectations and become more responsible members of the Western Carolina University Community. DSCE also collaborates with academic leaders and public safety officials to help keep our campus community safe and welcoming to everyone. The DSCE facilitates education about the Western Carolina University Community Creed:

Western Carolina University Community Creed

*Creed: a system of beliefs, principles, and aspirations*

- I will live by high standards of academic and personal integrity.
- I will embrace my responsibilities as a member of this community.
- I will respect the rights and well-being of others.
- I will value diversity, inclusive excellence, and individual differences.
- I will engage myself in the artistic cultural and academic life of my University.
- I will celebrate and express pride in Western Carolina University.

The WCU Community Creed also serves as the basis for the Code of Student Conduct. All students are held accountable to the principles expressed in the Community Creed and the standards for behavior found in the Code.

The DSCE website is found at [dsce.wcu.edu](https://dsce.wcu.edu) and includes important information about the Community Creed, alcohol and drug education, as well as student rights and responsibilities under the WCU Code of Student Conduct.

### **WCU Campus Police and Law Enforcement**

The University Police department is responsible for providing law enforcement, criminal investigation, and protective services on campus. University Police officers are certified by the NC. Criminal Justice Training and Standards Commission 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 8901 or 911 from a University telephone or by dialing (828) 227-8911 from your cellular telephone; non-emergencies may also be reported by dialing (828) 227-7301. Crimes may be reported by visiting the University Police Department, located in the Camp Building Annex, or by contacting an officer on patrol. Officers may also be summoned for emergencies by activating any of the emergency blue-light call boxes placed at various locations throughout campus. Information regarding crime reports, statistics, and prevention programs is available at the University Police department and on their website at [police.wcu.edu](https://police.wcu.edu).

The Parking and Transportation 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 full authority of law, and violators may be subject to the penalties prescribed by such laws.

Everyone parking a vehicle on campus must register that vehicle with the Parking Services Office and display a current decal on that vehicle. Parking and traffic regulations literature is made available in the Parking Services Office, located on 3344 Old Cullowhee Road. These same regulations are made available online at <https://www.wcu.edu/discover/campus-services-and-operations/parking-and-transportation/regulations/index.aspx>.

The Parking, Traffic, and Safety Committee, composed of students, faculty, and staff, functions as an appellate board for faculty and staff members wishing to contest parking citations. Appeals concerning student violations are heard by a similar SGA appellate committee. The faculty and staff parking citation appeal form is available online at [http://www.wcu.edu/WebFiles/PDFs/police\\_appeal\\_form\\_faculty\\_staff.pdf](http://www.wcu.edu/WebFiles/PDFs/police_appeal_form_faculty_staff.pdf), or in the Parking Services Office. The student parking citation appeal form is available online at <https://wcuparking.t2hosted.com/Account/Portal>. For more information, contact the University Parking Services Office at (828) 227-7275 (PARK).

**Shuttle Bus System (CAT-TRAN).** Cat-Tran provides shuttle service along prescribed routes throughout the semester during day-class hours. Reduced shuttle service is available during evening, weekend, and summer hours. The Cat-Tran does not operate during holidays, spring or fall breaks, or semester breaks. The Cat-Tran buses are used for the daily shuttle routes and are not available for special events or group use. For information regarding routes, hours of operation, or other issues, please visit the Cat-Tran website at <http://www.wcu.edu/discover/campus-services-and-operations/parking-and-transportation/cat-tran/index.aspx> or call the Cat-Tran office at (828) 227-8726 (TRAN).

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

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

## **Department of Emergency Services**

The Western Carolina University Department of Emergency Services (DES) is responsible for developing, implementing, and maintaining institution-wide programs that promote campus-wide security and safety, along with all-hazards emergency and disaster prevention, mitigation, preparedness, response, and recovery programs. These programs include comprehensive planning, training, and exercise programs that enhance WCU's ability and capability to manage large-scale incidents that affect the WCU campus and instructional sites. The Department of Emergency Services closely coordinates with other WCU public safety departments, including WCU Police, WCU Emergency Medical Services, and WCU Safety and Risk Management. Numerous preparedness resources can be found on the Department of Emergency Services website at <https://www.wcu.edu/discover/campus-services-and-operations/emergency-services/>.

An Emergency Guide can be found at <https://www.wcu.edu/discover/campus-services-and-operations/emergency-services/emergency-guide.aspx>. All students, staff, and faculty are strongly encouraged to review this information.

## **Other Services and Facilities**

**Bank Services.** A Wells Fargo ATM is located on campus. State Employees Credit Union and BB&T ATMs are in the A.K. Hinds University Center. Additionally, branch offices of Wells Fargo, State

Employees Credit Union, Sun Trust Bank, First Bank, Mountain Credit Union, United Community Bank, First Citizen's Bank, and Jackson Savings Bank operate in or near Sylva.

**Books and Supplies.** The Catamount Bookstore offers students a variety of educational materials and supplies, as well as clothing, gifts, greeting cards, and miscellaneous items. An extensive selection of paperback books is offered for class use and extracurricular reading. All books for graduate students and, distance-learning students - as well as supplemental text- and course-related materials for undergraduates - are sold by the store. Caps and gowns, graduation invitations, and class rings may also be purchased at the store. For more information, call (828) 227-7346 or visit our website at [books.wcu.edu](http://books.wcu.edu).

**Mail Service.** Students residing on campus are assigned a mailbox with their room assignments. All other students may rent a box in the Cullowhee Post Office. The U.S. postal regulations do not permit receipt of mail through general delivery after an initial 30-day period. A postal commodity machine offering stamps, envelopes, postcards, aerograms, overseas services, and other features is located in the University Center.

**Project Discovery-Talent Search.** Talent Search is a federally-funded program through the U.S. Department of Education hosted here at Western Carolina University. Our mission is to assist first-generation college-bound students with enrollment in post-secondary schools. Talent Search provides a wide range of support services to 900 area middle- and high-school students. Academic, career, and financial aid counseling as well as a variety of summer and adventure educational experiences are also provided. Talent Search can be reached at (828) 227-7137 or by visiting <https://www.wcu.edu/engage/project-discovery/index.aspx>.

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

## 2024 - 2025 Academic Calendar

Western Carolina University				
2024-2025 Academic Calendar				
FALL 2024				
<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<b>Aug. 19 - All classes begin</b>	Aug. 20	Aug. 21	Aug. 22	Aug. 23
Aug. 26	Aug. 27	Aug. 28	Aug. 29	Aug. 30
<b>Sept. 2 - Labor Day- No Classes</b>	Sept. 3	Sept. 4	Sept. 5	Sept. 6
Sept. 9	Sept. 10	Sept. 11	Sept. 12	Sept. 13
Sept. 16	Sept. 17	Sept. 18	Sept. 19	Sept. 20
Sept. 23	Sept. 24	Sept. 25	Sept. 26	Sept. 27
Sept. 30	Oct. 1	Oct. 2	Oct. 3	Oct. 4
Oct. 7	Oct. 8	Oct. 9	Oct. 10	Oct. 11
<b>Oct. 14 - Fall Break - No Classes</b>	<b>Oct. 15 - Fall Break - No Classes</b>	<b>Oct. 16 - Fall Break - No Classes</b>	<b>Oct. 17 - Fall Break - No Classes</b>	<b>Oct. 18 - Fall Break - No Classes</b>
Oct. 21	Oct. 22	Oct. 23	Oct. 24	<b>Oct. 25 - Last day for "W"</b>
Oct. 28	<b>Oct. 29 - Advising Day - No Classes</b>	Oct. 30	Oct. 31	Nov. 1
Nov. 4	Nov. 5 (Election Day)	Nov. 6	Nov. 7	Nov. 8
Nov. 11	Nov. 12	Nov. 13	Nov. 14	Nov. 15
Nov. 18	Nov. 19	Nov. 20	Nov. 21 -	Nov. 22
Nov. 25	Nov. 26	<b>Nov. 27 - No Classes</b>	<b>Nov. 28 - Thanksgiving - No Classes</b>	<b>Nov. 29 - No Classes</b>
Dec. 2	Dec. 3	Dec. 4	Dec. 5	<b>Dec. 6 - Last day of classes</b>

<b>Dec. 9 - Final Exams</b>	<b>Dec. 10 - Final Exams</b>	<b>Dec. 11 - Final Exams</b>	<b>Dec. 12 - Final Exams</b>	<b>Dec. 13 - Final Exams</b>
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75 Class Days

**EIGHT WEEK SESSION DATES:**

**First 8Wk** Begins Monday, Aug. 19  
 Last Day to Withdraw - Friday, Sept. 13  
 Ends - Friday, Oct. 11

**Last 8Wk** Begins Monday, Oct. 14  
 Last Day to Withdraw - Friday, Nov. 8  
 Ends - Friday, Dec. 6

**\*(8 Week Session students do not observe Fall Break)**

**Residence Halls Open** - Aug. 16, 2024

**First Day of Classes** - Monday, Aug. 19, 2024

**Labor Day - No Classes** - Monday, Sept. 2, 2024

**Census Date** - Friday, Aug. 30, 2024

**Fifth Week Grades Due** - Monday, Sept. 23, 2024

**Fall Break** - No Classes, Monday-Friday, Oct. 14-18, 2024

**Last Day to drop with a "W"** - Friday, Oct. 24, 2024

**Homecoming** - TBD

**Advising Day**- Tuesday, Oct. 29, 2024

**Thanksgiving. No Classes.** Wednesday-Friday, Nov. 27-29, 2024

**Last Day of Classes** - Friday, Dec. 6, 2024

**Final Exams** - Saturday-Friday, Dec. 7-13, 2024

**Commencement** - Saturday, Dec. 14, 2024

**All Grades Due by 10:00 AM on Monday, Dec. 16, 2024**

<p><b>Western Carolina University</b></p> <p><b>2024-2025 Academic Calendar</b></p> <p><b>SPRING 2025</b></p>
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<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Jan. 6	Jan. 7	Jan. 8	<b>Jan. 9 - Orientation &amp; Registration</b>	<b>Jan. 10 - Orientation &amp; Registration</b>
<b>Jan. 13 - All classes begin</b>	Jan. 14	Jan. 15	Jan. 16	Jan. 17
<b>Jan. 20 - MLK Holiday - No Classes</b>	Jan. 21	Jan. 22	Jan. 23	Jan. 24
Jan. 27	Jan. 28	Jan. 29	Jan. 30	Jan. 31
Feb. 3	Feb. 4	Feb. 5	Feb. 6	Feb. 7
Feb. 10	Feb. 11	Feb. 12	Feb. 13	Feb. 14
Feb. 17	Feb. 18	Feb. 19	Feb. 20	Feb. 21
Feb. 24	<b>Feb. 25 - Advising Day - No Classes</b>	Feb. 26	Feb. 27	Feb. 28
Mar. 3	Mar. 4	Mar. 5	Mar. 6	Mar. 7
<b>Mar. 10 - Spring Break - No Classes</b>	<b>Mar. 11 - Spring Break - No Classes</b>	<b>Mar. 12 - Spring Break - No Classes</b>	<b>Mar. 13 - Spring Break - No Classes</b>	<b>Mar. 14 - Spring Break - No Classes</b>
Mar. 17	Mar. 18	Mar. 19	Mar. 20	<b>Mar. 21 - Last day for "W"</b>
Mar. 24	Mar. 25	Mar. 26	Mar. 27	Mar. 28
Mar. 31	Apr. 1	Apr. 2	Apr. 3	Apr. 4
Apr. 7	Apr. 8	Apr. 9	Apr. 10	Apr. 11
Apr. 14	Apr. 15	<b>Apr. 16 - No Classes</b>	<b>Apr. 17 - No Classes</b>	<b>Apr. 18 - No Classes</b>
Apr. 21	Apr. 22	Apr. 23	Apr. 24	Apr. 25
Apr. 29	Apr. 20	Apr. 30	May 1	<b>May 2 - Last day of classes</b>
<b>May 5 - Final Exams</b>	<b>May 6 - Final Exams</b>	<b>May 7 - Final Exams</b>	<b>May 8 - Final Exams</b>	<b>May 9 - Final Exams</b>

75 Class Days

**EIGHT WEEK SESSION DATES:**

**First 8Wk** Begins Tuesday, Jan. 13  
Last Day to Withdraw - Friday, Feb. 7  
Ends - Friday, Mar. 7

**Last 8Wk** Begins Monday, Mar. 10  
Last Day to Withdraw - Friday, Apr. 4  
Ends - Friday, May 2

**\*(8 Week Session students do not observe Spring Break)**

**Residence Halls Open** - Jan. 9, 2025 (tentative)

**Orientation** - Jan. 9 & 10, 2025

**Martin Luther King Holiday** - Monday, Jan. 20, 2025

**First Day of Classes** - Tuesday, Jan. 13, 2025

**Census Date** - Monday, January 27, 2025

**Fifth Week Grades Due** - Monday, Feb. 17, 2025

**Advising Day** - Tuesday, Feb. 25, 2025

**Spring Break** - Monday-Friday, Mar. 10-14, 2025

**Last Day to drop with a "W"** - Friday, Mar. 21, 2025

**No Classes** - Wednesday-Friday, Mar. 16-18, 2025

**Last Day of Classes** - Friday, May 2, 2025

**Final Exams** - Saturday-Friday, May 3-9, 2025

**Commencement (Graduate)** - Friday, May 9, 2025

**Commencement (Undergraduate)** - Saturday, May 10, 2025

**All Grades Due by 10:00 AM on Monday, May 12, 2025**

**Western Carolina University**

**2024-2025 Academic Calendar**

**SUMMER 2025**

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<b>May 12 - Spring grades due</b>	May 13	May 14	May 15	May 16
May 19	May 20	May 21	May 22	May 23
May 26	<b>May 27 - Mini-mester ends</b>	May 28	May 29	May 30
June 2	<b>June 3 - 9-week and First 4.5-week Term classes begin</b>	June 4	June 5	June 6
June 9	June 10	June 11	June 12	June 13
June 16	June 17	June 18	June 19	June 20
June 23	June 24	June 25	June 26	June 27
June 30	July 1	July 2	<b>July 3 - First 4.5-week term classes end</b>	<b>July 4 - Holiday - No Classes</b>
<b>July 7 - Second 4.5-week term classes begin</b>	July 8	July 9	July 10	July 11
July 14	July 15	July 16	July 17	July 18
July 21	July 22	July 23	July 24	July 25
July 28	July 29	July 30	July 31	Aug. 1
Aug. 4	<b>Aug. 5 - 9-week term ends and Second 4.5-week term ends</b>	Aug. 6	Aug. 7	Aug. 8
Aug. 11	Aug. 12	Aug. 13	Aug. 14	Aug. 15
<b>Aug. 18 - Fall semester classes begin</b>	Aug. 19	Aug. 20	Aug. 21	Aug. 22

May 12 - 27, 2025	Monday-Tuesday	Mini-session (2.5 weeks)
June 3, 2025	Tuesday, 8 a.m.	9-Week and First 4.5-Week Term classes begin

June 3 - Aug. 5, 2025	Thursday-Thursday	9-Week Term
June 3 - July 3, 2025	Tuesday-Thursday	First 4.5-Week Term
July 4, 2025	Friday	Independence Day Holiday
July 7, 2025	Monday, 8 a.m.	Second 4.5-Week Term classes begin
July 7 - Aug. 5, 2025	Monday-Wednesday	Second 4.5-Week Term
Various Dates	Last day of each course	Final Exams

**Grades are due to the Registrar's Office 48 hours after the last official class day.**

**Students are expected to register prior to the first day of class.**

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

### **Thesis, Disquisition, and Dissertation Deadlines**

Turn in your abstract the semester before you graduate:

- April 10th
- July 10th
- November 10th

Turn in your final documents the semester you plan on graduating:

- April 10th - Spring Graduation
- July 10th - Summer Graduation
- November 10th - Fall Graduation

## Important Telephone Numbers

<b>Accessibility Resources</b>	(828) 227-3886
<b>Admissions</b>	(828) 227-7317
<b>Advising Center</b>	(828) 227-7753
<b>Campus Activities</b>	(828) 227-7206
<b>Campus Dining</b>	(828) 227-7396
<b>Colleges</b>	
<b>College of Arts and Sciences</b>	(828) 227-7646
<b>College of Business</b>	(828) 227-7412
<b>College of Education and Allied Professions</b>	(828) 227-7311
<b>David Orr Belcher College of Fine and Performing Arts</b>	(828) 227-7028
<b>College of Health and Human Sciences</b>	(828) 227-7271
<b>Graduate School</b>	(828) 227-7398
<b>Honors College</b>	(828) 227-7383
<b>College of Engineering and Technology</b>	(828) 227-7368
<b>Educational Outreach</b>	(828) 227-7397
<b>Financial Aid</b>	(828) 227-7290
<b>Fraternities, Sororities, Greek Life</b>	(828) 227-3635
<b>Information Technology/Help Desk</b>	(828) 227-7487
<b>International Students</b>	(828) 227-7494
<b>Military Student Services</b>	(828) 227-7397
<b>One Stop</b>	(828) 227-7170
<b>Orientation</b>	(828) 227-7087
<b>Parking Services</b>	(828) 227-7275
<b>Provost Office</b>	(828) 227-7495

<b>Registrar, Student Records, Transcripts</b>	(828) 227-7216
<b>Residential Living</b>	(828) 227-7303
<b>Retention</b>	(828) 227-7171
<b>Student Accounts</b>	(828) 227-7324
<b>University Scholarships</b>	(828) 227-7290

# Academic Regulations

## Registration

Registration occurs prior to the beginning of each semester at dates/times announced by the University Registrar. As a general rule, registration will be permitted at the same level and classification provided:

- Academic standing permits registration,
- The student's graduation (or intended term of graduation) does not precede the term for which the student is attempting to register,
- The student is currently enrolled or has been enrolled in one or more of the last three semesters including summer (see Stop Out/Leave of Absence Policy), and
- The student has been given a registration PIN if this is required for the student's program.

## Late Registration

With approved reason for delay, a student may register for classes after the regular registration date. Students entering late must show satisfactory reason and obtain approval from their advisor and department head, who reserves the right to reduce the number of hours for which a late entrant may register. No late registration is permitted after the tenth day of the term which coincides with when the institution submits census enrollment to the State. Late registration is announced in the academic calendar and strictly enforced. A late registration fee will be charged.

## Course Information

All graduate courses offered by the university are listed in the Course Descriptions section of this catalog.

## Course Numbering System

Each course is identified by means of a course prefix and a three-digit number. The first digit of the number designates the level of the course. Some course numbers within the numbering system are reserved for special use.

500-799 Masters-level courses

800-999 Doctoral-level courses

Students should not enroll in courses numbered above their degree level without the permission of the department offering the course.

## Reserved Course Numbers

Numbers 593, 594, 693 or 694 are reserved for special topics. The number 589 is reserved for cooperative education graduate courses. Within the sequences 580-599, 680-699, and 780-799, the second and third digits of the numbers are assigned to special types of courses:

80-82	Independent study and directed-readings courses
83-89	Internships, practicum, and special applied field projects

90-92	Student teaching
93-94	Special topics courses
95-98	Seminars
699	Thesis
779	Continuing Research - Non-Thesis Option
799	Continuing Research - Thesis Option
999	Continuing Research - Dissertation

## 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 and the Specialist in School Psychology degree must be from courses numbered 600 and above, and designated as graduate, master's, post-master's, or Specialist level courses by an institution accredited by a United States Department of Education (USDOE) recognized institutional accreditor. All of the credit hours applied toward a doctoral degree must be from courses numbered 700 and above and designated as doctoral-level courses by an institution accredited by a United States Department of Education (USDOE) recognized institutional accreditor.

## Course Loads

Full-time course load for graduate and doctoral level students per term is nine hours. Half-time status requires a minimum of 5 hours. The maximum course load is fifteen hours per term. The maximum course load during summer term is twelve hours. Doctor of Physical Therapy students are exempt from the standard course load limit and may enroll into a maximum of nineteen hours per term. Course load regulations for the mini or summer session are published on the Registrar's website at [registrar.wcu.edu](http://registrar.wcu.edu).

## Class Attendance Policy

### I. General Attendance Policy:

All students are expected to attend and participate in all meetings of the courses in which they are enrolled; for online courses, students are expected to log on, review course material, and participate in any assigned course activities. Any absence is incurred at the student's own risk.

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



Institutional funding is based in part on enrollment therefore instructors are required to report first-week and second-week attendance through myWCU on all students prior to census day. The Registrar's Office will distribute deadlines and instructions for reporting first- and second-week attendance in a timely manner. Instructors are required to report 'last day of attendance' on the final grade roster if a final grade other than a passing grade is submitted.

A student with more unexcused absences than the credit hours given for a course can expect the instructor to lower his/her final grade, especially in a 100-(first year) or 200-(sophomore) level course. Missing approximately 10% of class meeting times (e.g.; 4-5 MWF classes, 3 TR classes, or 1 laboratory or a class that meets once per week) or more, results in the loss of a significant amount of class work and experience that is very difficult, if not impossible, to make up. Class attendance may be required of undergraduate students as a condition of admission or readmission to the university or of eligibility to continue enrollment.

## II. **University Sponsored Absences:**

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

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

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

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

Forms for University Sponsored Absence and Class Absence due to Required Religious Observance are available on the Registrar's webpage at <http://registrar.wcu.edu> (select Forms & Resources).

### III. **Absences Related to Individual Courses, Programs, or Organizations**

Field trips, field research, service learning, conferences, performances, or other activities related to individual classes, programs, or organizations, are not considered institutional events, but may be integral components of the curriculum or important for student learning or professional growth. Faculty who sponsor outside activities may request that other faculty excuse students from their classes so they may attend the outside event. Faculty of the other courses are encouraged to support the requests when it is reasonable to do so; however, individual faculty of the other courses will determine whether to excuse the absence. In all cases, it is the student's responsibility to fill required coursework in a timely fashion. Should students be unable to attend the outside class event because of required attendance in other classes, they will not be penalized by the professor offering the outside activity.

### IV. **Drop for Non-Attendance:**

An instructor will have the discretion to cancel a student's registration for a course if the previously registered student fails to attend the first class meeting or login and review course material of an online course, and the student fails to notify the instructor prior to the end of the first day of class. Students may re-register for the course on a seats-available basis up through the end of drop/add (5th day of semester). For courses in sessions other than the full semester (i.e., 8-week, and summer session courses), instructors may request a drop for non-attendance prior to the 5th day of the session.

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

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

### V. **Religious-Holiday Observance Policy:**

According to North Carolina General Statute 116-11 (3a), a student may request absences for required religious observances. WCU allows two absences each academic year for religious observances required by faith. To obtain permission to be absent for religious reasons, a student must complete the Absence Due to Required Religious Observance form (available at: <http://registrar.wcu.edu> (select Forms & Resources)), obtain all necessary signatures, submit it to each instructor for review and approval, and submit it to the Assistant Vice Chancellor for Student Success for final approval at least two weeks prior to the proposed absence. Students are encouraged to discuss these absences with the faculty member prior to the end of the drop/add period in case the absence will unavoidably keep the student from completing the requirements of the course. However, if the student completes the form and submits it to the instructor prior to the two-week time frame, he/she shall be given the opportunity to make up any tests or other work missed due to an excused absence for a required religious observance.

### VI. **Military Excused Absences:**

Instructors are encouraged to accommodate students who are required to participate in weekly or monthly meetings, weekend drills, animal trainings, military schooling or other training or official military events as members of the National Guard or Reserves.

Students are responsible for informing their course instructors that they are members of the National Guard or Reserves and to avoid registering for courses that will significantly and substantially impact their academic learning by missing a significant number of class meetings.

If a student seeks to be excused from class for Guard or Reserve duty, he/she is encouraged to provide a copy of orders or a letter from the unit command to the course instructor and inquire about making up missed coursework. The course instructor is encouraged to permit the student a reasonable amount of time to make up missed assignments. Whether or not students are allowed to make up missed assignments or tests relies upon faculty discretion.

If called to active military service during an academic term, a student may request Military Deployment Withdrawal initiated through the University Advising Center.

## Final Examination Schedules

An end-of-course evaluation of student work is required in every credit course. End-of-course evaluation may take the form of final exams, reports, projects, performances, portfolios, research papers, conferences, etc.

Many end-of-course evaluations are written final exams. In order to reduce conflicts and final evaluation overloads for both students and faculty, a final examination schedule is developed by the registrar for the entire university. All final exams are to be administered at their designated times and places during final exam week. Change in time of an examination for an entire class for any reason must be approved by the head of the department, the dean of the college, the Asst/Assoc Provost, and the Chancellor.

No student is required to take more than two final exams on any one day. Any student who has three final exams scheduled on one day has the option of taking all three or submitting to the professors a written request for rescheduling. However, a request to have an examination rescheduled must be made in writing at least five days before the examination is scheduled.

To reschedule, the following steps should be taken:

1. The student should request in writing a change in date from the instructors of the courses that present the conflict.
2. If the conflict is not resolved, the student should work with his/her academic adviser to have one of the exams rescheduled.
3. If the conflict still cannot be resolved, the student should work with the Office of the Provost to have one of the exams rescheduled.

## Grading System

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

Grade	Interpretation	Quality Points Per Hour	Grade	Interpretation	Quality Points Per Hour

A	Superior	4	W	Withdrawal	-
B	Good	3	AU	Audit	-
C	Passing	2	IP	In Progress	-
F	Failure	0	S	Satisfactory	0
I	Incomplete	-	U	Unsatisfactory	0

### **Incomplete**

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

### **In Progress**

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

### **Satisfactory/Unsatisfactory Grading**

S/U grading is limited to courses in which standard or traditional grading is rendered difficult by the nature and purpose of the courses. There is no limit on the credit hours a student may earn in S/U grades except that imposed by the types of courses approved for such grading. S/U grades may not be awarded in courses unless specified in the course descriptions in this catalog and in the master class schedule. S and U are the only grades assigned in these courses. Neither grade is used in calculating the GPA, but an S allows hours of credit while a U does not.

### **Audit**

When space is available, a registered student may audit a course with the approval of the adviser, the instructor, and the head of the department offering the course. A completed course audit form must be submitted in order to enroll. Change from audit to credit, or the reverse, is permitted only during the regular schedule adjustment period. No credit is earned for auditing, but the audited course must not add hours in excess of the student's maximum load. An audited class will be noted on the student's transcript.

Audit courses do not count toward the twelve hours required for full-time enrollment. Participation in class activities is optional with the instructor. Tuition and fees for audited courses are determined by the hour value of the courses.

### **Final Grade Changes**

When a grade other than incomplete is reported officially by an instructor at the end of a term, the grade is recorded and can be changed only if an error was made in estimating or reporting it. Grade changes must be initiated by the instructor and approved by the instructor's department head, and dean. Only the instructor can change the grade in a course except as provided in the incomplete grade policy. Grade changes are initiated from the instructor menu within myWCU. In case of student appeal, or academic integrity violation the final grade may be determined by the appropriate appeal body as part of sanctions (see Academic Integrity Policy). Any request by a student for a change in a final grade must be submitted to the instructor within thirty-five days after the end of final exams.

### **Grade Average for Graduation**

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

### **Course Repeat Policy**

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

### **Transcripts**

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

### **Withdrawal Policies and Procedures**

Students may find it necessary or advisable to withdraw from one or more courses during a term. In some cases, students may find it necessary to withdraw from the entire term.

#### **Course Withdrawal**

Students may withdraw from any course before the withdrawal deadline as indicated by the Office of the Registrar. Consultation with their program director/advisor and the instructor of the course is encouraged prior to initiating the withdrawal. Course withdrawals must be completed in the student portal (myWCU). Course withdrawals affect satisfactory academic progress. Course withdrawals do not count toward credits earned. No refund is given for individual courses from which students withdraw. A course withdrawal will result in a grade of Withdrawal (W) which does not affect GPA.

#### **Post-Deadline Course Withdrawal due to Extenuating Circumstances**

A request for a course withdrawal after the published withdrawal deadline will only be considered due to extenuating circumstances, which are defined as unavoidable circumstances outside of the student's control that occurred during the term and severely limit the student's ability to participate and perform in the course. Students can request consideration for a post-deadline course withdrawal for extenuating circumstances through the dean of the college offering the course. Students will be required to present an explanation of circumstances and relevant documentation to verify the extenuating circumstances specific to pursuing a course withdrawal versus a term withdrawal. See Documentation Guidelines for Extenuating Circumstances in this section. Requests must be submitted by the last day of classes and will not be considered if the final exam has been taken.

### **Term Withdrawal**

A student may withdraw from all in-progress courses during a term by initiating a term withdrawal. A term withdrawal is permitted through the withdrawal deadline as indicated by the Office of the Registrar. A term withdrawal will affect satisfactory academic progress and course completion rates. Students wanting to continue enrollment after a term withdrawal should consult their Graduate Program Director.

Term withdrawals are initiated in the [Office of Student Retention](#). Students who withdraw from the term will receive a grade of Withdrawal (W) for all courses in which they were enrolled. For the impact of a term withdrawal on tuition/fee payments and financial aid, see *Refund Policies* and *Return of Title IV* under the [Fees, Expenses, and Financial Aid](#) section.

### **Post-Deadline Term Withdrawal due to Extenuating Circumstances**

Requests for term withdrawal after the published withdrawal deadline will only be considered due to extenuating circumstances, which are defined as unavoidable circumstances outside of the student's control that occurred during the term and that severely limit the student's ability to participate and perform in academic courses. Retroactive requests for a term withdrawal will not be considered if one passing grade was achieved or if the next term has ended (e.g., a request for a term withdrawal in the fall will not be considered once the following spring term has ended).

Students can request consideration for a term withdrawal for extenuating circumstances through the Office of Student Retention. Inquiries on behalf of a student who is unable to make a request can be directed to the Office of Student Retention. Students will be required to present an explanation of circumstances and relevant documentation or Letter of Support to verify the extenuating circumstances. See Documentation Guidelines for Extenuating Circumstances in this section.

The Office of Student Retention will notify students of the request decision. If approved, students will need to contact the Office of Student Retention to complete the term withdrawal within one week of approval. Satisfactory academic progress for financial aid eligibility will be impacted by a term withdrawal.

### **Documentation Guidelines for Extenuating Circumstances**

Students requesting a post-deadline course or term withdrawal due to extenuating circumstances must provide documentation that verifies the extenuating circumstances. Below is a list of types of documentation that may be considered. Other documentation to support the written statements provided with a student's request will be considered. This is not a comprehensive list of possible documentation.

- **For medical/mental health circumstances:**

- For a term withdrawal request, students will discuss eligibility requirements and obtain instructions from the Office of Student Retention. Students should be prepared to provide either the director of Health Services or the director of Counseling & Psychological Services with medical record documentation regarding treatment for a physical or mental health condition during the term for which they wish to withdraw. A Letter of Support from the director of Health Services or the director of Counseling & Psychological Services is required. A letter of support indicates that the appropriate office has verified the student's medical documentation and support the student's request for a withdrawal. The student and the Office of Student Retention will be notified if a Letter of Support can be provided.
- For a course withdrawal request, students will discuss eligibility requirements and obtain instructions from the dean of the college offering the course. Students should provide documentation regarding treatment for a physical or mental health condition during the term and an explanation of the impacts of that condition on the course.
- **For military deployment:** Students called to active military service can provide orders showing notice of call to duty. Students affected by a parent's or spouse's call to duty can provide military orders and details to demonstrate sufficient cause for consideration due to changed circumstances. Students may either request:
  - A retroactive drop and full refund of tuition and fees, or
  - If at least 75% of the term has been completed, a final grade based on the work completed in each of their courses.
  - Notes: A request for active military service withdrawal can be made before the posted withdrawal deadline. Students who enlist in the military are subject to the withdrawal deadline.
- **For death of a family member:** A death certificate or obituary.
- **For changes in employment or other unexpected financial difficulty:** Statement from an employer indicating employment change, financial/bank statements, etc.
- **For reasons related to a Title IX investigation:** A Letter of Support from the Title IX Coordinator. To obtain a Letter of Support, students should discuss their options with the Title IX Coordinator.
- **For other major life events:** Legal documentation, police reports, insurance reports, etc.

## Academic Integrity Policy and Process

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

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

### I. General:

Instructors have the right to determine appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to an including a final grade of "F" in the course in which the violation occurs.

## **II. Definitions:**

1. Cheating - Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication - Creating and/or falsifying information or citation in any academic exercise.
3. Plagiarism - Representing the words or ideas of someone else as one's own in any academic exercise.
4. Facilitation - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).
5. Self-plagiarism - Reusing work that you have already published or submitted for a class. It can involve re-submitting an entire paper, copying, paraphrasing passages from your previous work, or recycling old data.

## **III. Undergraduate and Graduate Academic Integrity Process:**

1. Within five (5) business days of the instructor's knowledge of the alleged violation of the Academic Integrity Policy, s/he will inform his/her department head (or associate Dean of the graduate school when applicable) in writing of the allegation and sanction(s).
2. Within ten (10) business days of the instructor's knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform the student of the allegation, including the proposed sanction(s), in writing. In the written notification, the instructor will inform the student of his/her right to request a meeting with the instructor. During the meeting, the instructor shall complete the Academic Integrity Violation Faculty Resolution Form. If the student does not submit a written request for a meeting with the instructor within five (5) business days of receipt of the written allegation(s), the student shall be deemed to have mutually resolved the matter and shall be bound to the sanction(s) outlined by the instructor in the written allegation. If the student does not request a meeting, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
3. Within five (5) business days of meeting with the instructor, the student shall either appeal the decision in writing to the department head or mutually resolve the matter by accepting the allegation and proposed sanction(s). No action by the student within five (5) business days of the meeting with the instructor shall constitute a mutual resolution and waiver of the student's rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the instructor, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
4. Within five (5) business days of receiving a student's written appeal, the department head must schedule a meeting with the student. The instructor may be present during the meeting. During the meeting, the department head shall complete the Academic Integrity Violation Department Head Resolution Form. Only information submitted during the meeting with the student, or in the meeting between the instructor and the student, may be considered by the department head. The evidentiary standard for making a decision shall be preponderance of the evidence. The



department head may agree or disagree with the allegation(s) of the instructor. The department head may also approve, overturn, or modify the sanction(s) proposed by the instructor. If the student does not attend the scheduled meeting with the department head, the matter will be heard in absentia and shall not be subject to further review and/or appeal.

5. Within five (5) business days of meeting with the department head, the student shall either submit a written appeal regarding the decision or mutually resolve the matter by accepting the allegation and proposed sanction(s). The student must submit a written appeal to the academic Dean listed on the Academic Integrity Violation Department Head Resolution Form. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student's rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the department head, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
6. Within seven (7) business days of receiving a student's written appeal, the appropriate academic Dean must schedule an Academic Integrity Board hearing with the student. The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. The instructor may be present during the hearing. Only information submitted during the hearing, or in the meetings between the instructor/department head and the student, may be considered by the hearing board. The evidentiary standard for making a decision shall be preponderance of the evidence. The hearing board may agree or disagree with the allegation(s) of the instructor. The hearing board may also approve, overturn, or modify the sanction(s) proposed by the instructor and/or department head. If the student does not attend the scheduled hearing, the matter will be heard in absentia and shall not be subject to further review and/or appeal. Within ten (10) business days of the hearing, the appropriate academic Dean shall review pertinent records and send the student written notification of the decision of the Academic Integrity Board.
7. Within five (5) business days of receiving written notification of the decision of the Academic Integrity Board the student may accept the findings and sanctions of the board or submit an appeal to the designated academic Dean. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student's rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the Academic Integrity Board, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
8. If the student elects to file an appeal of the decision of the Academic Integrity Board, s/he must submit a written appeal within five (5) business days of receiving written notification of the decision of the Academic Integrity Board to the designated academic Dean. An appeal to an academic Dean must be limited to the following grounds; 1) a violation or due process or 2) a material deviation from Substantive and Procedural Standards by the UNC Board of Governors (as set forth in the UNC Manual 700.4.1).
9. If an appeal is heard by an academic Dean, s/he shall review pertinent records within ten (10) business days of receiving a valid appeal. The academic Dean may agree or disagree with the allegation(s) of the instructor. The academic Dean may also approve, overturn, or modify the sanction(s) proposed by the instructor, department head, and/or Academic Integrity Board. Within

five (5) days of making a decision, the academic Dean shall provide the student with a written decision. The decision of the academic Dean shall be final.

10. The student must remain enrolled in the course related to the case, and may not be permitted to withdraw from the course related to the case, until all hearing timelines, notifications, and/or appeals have been completed.
11. Upon resolution of each level of the case (no matter the outcome), the instructor, department head, and academic Dean must provide the Associate Vice Chancellor/Dean of Students with all materials and documents related to the case (i.e. course syllabus, materials in violation of the Academic Integrity Policy, Instructor Resolution Form, Department Head Resolution Form, Academic Integrity Board decision letter, academic Dean decision letter, etc...). The Division of Student Affairs shall serve as the repository for all records associated with allegations and violations associated with the Academic Integrity Policy.

#### **IV. Academic Integrity Board:**

The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. Students and faculty members serving on boards for each college will be selected by each college Dean. The Department of Student Community Ethics and Academic Affairs will train all board members prior to their service on a hearing board. Each academic Dean will convene hearing boards as necessary, and will determine a faculty member to serve as chair prior to a hearing.

#### **V. Sanctions:**

The instructor, department head, Academic Integrity Board, and/or academic Dean may impose academic sanctions permitted by the institution (not to exceed receiving a grade of "F" for the course). The instructor, department head, Academic Integrity Board, and/or academic Dean may not permanently remove the student from the course or suspend/expel the student from a program or the University. Student behavior of the magnitude to warrant consideration for permanent removal from the course or suspension/expulsion from a program or the University must be referred to the Associate Vice Chancellor/Dean of Students.

#### **VI. Habitual Violations of the Academic Integrity Policy:**

Upon receipt of materials associated with violations of the Academic Integrity Policy, the Associate Vice Chancellor/Dean of Students will determine if a student has previous violations of University policies. Students with a prior record of violations, or who commits a gross and/or egregious violation of the Academic Integrity Policy, will be referred to the Department of Student Community Ethics for consideration of being subject to hearing proceedings for a serious academic violation as defined by the Code of Student Conduct. Students in this category are subject to course-related sanctions imposed by the instructor, department head, Academic Integrity Board, and/or academic Dean and University-level sanctions imposed by the Department of Student Community Ethics for multiple violations of University policies.

#### **VII. Forms:**

Forms related to the Academic Integrity Policy are not maintained in the printed catalog, but can be accessed at this address on the web: <https://www.wcu.edu/experience/dean-of-students/academic-integrity.aspx>.

## **Academic Dismissal Policy**

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

### **Dismissal from the Graduate School:**

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

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

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

### **Dismissal from a Graduate Program:**

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

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

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

readmission the student must meet all requirements under the catalog in effect at the time of his/her readmission unless the program requires the student to meet the requirements of a previous catalog.

### **Academic Action Appeal Policy**

A student (undergraduate or graduate) has the right to appeal a final assigned grade or dismissal from a program level. A student may only appeal a final grade or program dismissal if he/she can show the grade or program dismissal was assigned *arbitrarily* or *impermissibly*. A student who wishes to appeal a grade on a particular assignment or exam can do so if it affects their final assigned grade or dismissal from a program.

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

If dismissal from the Graduate School is a result of grades (3 C's or an F), the student may appeal the grade causing the dismissal. If the appeal is unsuccessful, the dismissal stands; the student cannot appeal the dismissal as well as the grade because dismissal is based upon the grades. If the appeal is successful, the dismissal will be rescinded.

If a student is appealing dismissal from a program, or a final assigned grade that results in dismissal, the student shall be allowed to continue taking courses until the appeal is resolved (with the approval of the program in which the classes are taken), with the exception of clinical placements or internships, or when the students' continued participation is deemed by the program director or department head to be harmful or disruptive to other students and/or the program.

If the appeal is unsuccessful and the dismissal stands, the student will be removed from any classes in which he or she is registered and will be responsible for any tuition and fees accrued as a result of registration during the appeals process.

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

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

Appeals of a final assigned grade and appeals of dismissals from an academic program follow similar procedures: 1) Appeal to Instructor; 2) Appeal to Department Head (The term "Department Head" in these procedures refers both to Department Heads and School Directors); 3) Appeal to Academic College - Associate Dean - may dismiss appeal or send to: 4) College Academic Action Committee Review; or 5) Academic Dean Review.

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

### **Final Grade Appeal Procedures:**

The following procedures detail the steps for appealing a final assigned grade (whether or not that grade results in dismissal from the Graduate School). The student is encouraged to meet/talk with the instructor prior to filing a formal appeal.

The student must demonstrate that the grade was impermissibly or arbitrarily assigned (see Academic Action Policy). That the student simply disagrees with the assigned grade does not constitute a basis for a review.

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

Within 35 calendar days after the student receives notification of the academic action (grade) the student should submit a formal written appeal to the instructor. This appeal must include: a) a statement of the reason(s) why the student believes the grade was impermissibly or arbitrarily assigned (see policy Academic Action Appeal Policy) b) the resolution sought.

If the grade being appealed is leading to dismissal from the Graduate School, the Dean of the Graduate School should be copied on the student's initial appeal. All correspondence should include contact information.

The instructor must respond to the student's request in writing as soon as possible (no later than ten working days after receiving the student's written appeal). This response should detail whether or not the instructor is approving or denying the appeal.

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

If the student is unable to resolve the grievance through the appeal to the instructor, the student should submit a written appeal to the department head within 10 working days of receiving the instructor's written response (from Step 1). If the department head is the instructor for the grade assigned, the associate dean of the department's college will serve this function. Students appealing to the department head assume the burden of proof. Therefore, the appeal must include: a) a statement of the reason(s) the student believes the grade was impermissibly or arbitrarily assigned; b) the steps taken to resolve the disagreement over the assigned course grade; and c) the resolution sought.

The appeal must be accompanied by evidence the student believes supports the conclusion that the grade was impermissibly or arbitrarily assigned. Evidence might include papers, tests, syllabi, or written documentation.

Within ten working days of receiving this appeal, the department head will attempt to resolve the appeal. If the department head is unable to resolve the appeal within ten working days, the

department head will notify the student of the decision, and the student has 10 working days to appeal to the associate dean of the academic college.

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

If appealing to the academic college, the student should forward (to the associate dean of the academic college) his/her initial Appeal to the Instructor and response from the instructor (from Step 1), the subsequent Appeal to the Department Head, and the department head's written notification (from Step 2). Upon receipt of the appeal and aforementioned materials the associate dean may request further information from the student, the instructor, and/or the department head.

If the associate dean concludes that the facts alleged by the student do not constitute permissible grounds for appeal as set forth in this Academic Action Appeal Policy or Procedures, the associate dean may, in consultation with the Dean and Graduate Dean if applicable, dismiss the review. The student will not be allowed any further appeal.

If the associate dean determines that the facts alleged in the student's written appeals could, if true, constitute a violation of the Academic Action Appeal Policy or Procedures, the associate dean, within ten working days of receiving all information, shall refer the case to the College's Academic Action Committee.

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

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

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

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

Within ten working days from the conclusion of its hearing(s) on the matter, the CAAC Chair will provide a written report to the academic dean and to the graduate dean (for graduate-level grade appeals). The Committee report must include the Committee's finding as to whether or not the grade assigned was awarded arbitrarily or impermissibly as defined in the policy. If such a

determination is made, the CAAC shall recommend a course of action which could include recommending assignment of a specific grade to replace the one originally assigned or implementation of some process to re-evaluate the student's work.

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

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

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

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

**Program Dismissal Appeal Procedures:**

The following procedures detail the steps for appealing a dismissal from a program for any reason other than final assigned grade(s), including failure to adhere to technical standards.

Dismissal from the Graduate School (and therefore dismissal from the program) based on bad grades may not be appealed. In this case, the affected student must appeal the final grade(s) resulting in the dismissal from the Graduate School. The student is encouraged to meet/talk with the program director prior to filing a formal appeal.

The student must demonstrate that dismissal was impermissibly or arbitrarily assigned (see Academic Action Policy). That the student simply disagrees with the dismissal does not constitute a basis for a review.

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

Within 35 calendar days after the student receives notification of the academic action (cause for program dismissal) the student should submit a formal written appeal to the instructor. This appeal must include: a) a statement of the reason(s) why the student believes the dismissal was impermissibly or arbitrarily assigned (see policy Academic Action Appeal Policy); b) the resolution sought.

When appealing a dismissal from a graduate program, the student must copy the Dean of the Graduate School on this initial appeal. All correspondence should include contact information.

The program director must respond to the student's request in writing as soon as possible (no later than ten working days after receiving the student's written appeal). This response should detail whether or not the program is approving or denying the appeal.

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

If the student is unable to resolve the grievance through the appeal to the program director, the student should submit a written appeal to the department head within 10 working days of receiving the program director's written response (from Step 1). If the department head is the instructor for the grade assigned, the associate dean of the department's college will serve this function. Students appealing to the department head assume the burden of proof. Therefore, the appeal must include: a) a statement of the reason(s) the student believes the dismissal was impermissibly or arbitrarily assigned; b) the steps taken to resolve the disagreement over the dismissal; and c) the resolution sought. The appeal must be accompanied by evidence the student believes supports the conclusion that the dismissal was impermissibly or arbitrarily assigned. Evidence might include papers, tests, syllabi, or written documentation.

Within ten working days of receiving this appeal, the department head will attempt to resolve the appeal. If the department head is unable to resolve the appeal within ten working days, the department head will notify the student of the decision and copy the Dean of the Graduate School, and the student has 10 working days to appeal to the Associate Dean of the academic college.

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

If appealing to the academic college, the student should forward (to the associate dean of the academic college) his/her initial Appeal to the Program Director and the program director's response (from Step 1), the subsequent Appeal to the Department Head, and the department head's written notification (from Step 2). Upon receipt of the appeal and these materials the associate dean may request further information from the student, the program director, and/or the department head.

If the associate dean concludes that the facts alleged by the student do not constitute permissible grounds for appeal as set forth in this Academic Action Appeal Policy or Procedures, the associate dean may, in consultation with the academic Dean and Graduate Dean if applicable, dismiss the review. The student will not be allowed any further appeal.

If the associate dean determines that the facts alleged in the student's written appeals could, if true, constitute a violation of the Academic Action Appeal Policy or Procedures, the associate dean, within ten working days of receiving all information, shall refer the case to the College's Academic Action Committee.

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

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



student's work to determine whether the Committee agrees with the professional judgment of the program director or faculty member(s).

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

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

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

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

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

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

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

## **Credit Policies**

### **Graduate Program Hours**

Graduate degree programs require a minimum of 30 semester hours of graduate coursework. Graduate certificate programs require a minimum of 12 semester hours. Programs can require substantially more than the minimum hours.

### **Residence Requirement**

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

### **Transfer of Credit Policy**

Transfer credit refers to course credit transferred to WCU from another institution. Transfer of credit requests will only be considered for credit earned on courses with a grade of B or higher from an institution accredited by a United States Department of Education (USDOE) recognized institutional accreditor. Course credit taken as part of an earned master's or doctorate degree from another institution is not transferable into another master's degree program at WCU. Transfer credit is not awarded for non-degree or certificate-only students.

Each transfer of credit request will be evaluated to ensure appropriate WCU course equivalency in order to meet a specific degree course requirement.

Transfer of credit policies vary according to the curriculum requirements of each graduate degree program. Before a transfer of credit request is submitted, the student should discuss the request with their program advisor. See directions below for submitting a transfer of credit request.

Transfer credit requested for masters, post-masters, specialist, or doctoral level courses at Western Carolina University must be designated at the same or higher level as noted on the official institutional transcript where the transfer credit was earned.

Based on the total number of hours in a graduate degree program, a graduate student may request transfer of credit as follows with approval of the Program Advisor and Department Head.

- For a graduate degree program requiring 30-39 hours up to 6 total credit hours of equivalent level transfer coursework may be requested.
- For a graduate degree program requiring 40-49 hours up to 9 hours of equivalent level transfer coursework may be requested.
- For a graduate degree program requiring 50+ hours up to 12 hours of equivalent level transfer coursework may be requested.

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 cumulative GPA.

Transfer credit must be completed within six years immediately preceding the completion of requirements for the degree.

The form to request transfer of credit from another institution is available from the Graduate School at [grad@wcu.edu](mailto:grad@wcu.edu).

Graduate students may enroll at another institution accredited by a United States Department of Education (USDOE) recognized institutional accreditor for transfer coursework which is applicable to their

programs provided they have obtained advance permission from their advisor(s), the Department Head, and the Dean of Graduate School and Research. The transfer coursework cannot exceed the maximum allowable transfer credit.

### **Use of Credit in Two Programs**

Up to 9 graduate credit hours earned at WCU within the six-year time limit may be counted in meeting the requirements in two different graduate degree programs. Certain certificate programs allow application of certificate hours to specific degree programs.

### **Experiential Credit**

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

### **External Instruction Courses**

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

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

### **Continuing Education Units (CEU) Credit**

Courses in which CEUs are earned are not accepted for credit. Regular credit courses offered by the university are not available for CEU credit. Students interested in CEUs should contact the Division of Educational Outreach for information about special programs and courses suited to their needs.

## **Time Limitation**

### **Master, Specialist, and Doctoral degrees**

Work to be applied toward any master, specialist, or doctoral degree must be completed within six years immediately preceding the completion of requirements for the degree. Graduate credits to be accepted in transfer must have been earned within the six-year period.

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

## **Course Credit Policies and Abbreviations**

### **Credits and Class Meetings**

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

### **Prerequisites and Corequisites**

A prerequisite is any special requirement, usually one or more background courses or requirements other than class rank, that must be met before enrolling in a course specifying the prerequisite. A co-requisite is any course which must be taken during the same term as the course that specifies the co-requisite.

### **Course and Campus Abbreviations**

The prefixes used to designate departments and courses, except in the case of very short names such as Art, are abbreviations of the names of departments or of fields of study within the departments. A complete list of codes and abbreviations is located on the Registrar's website *Registration and Course Information* (see *Course Information* and *Location Information*).

### **Independent Study**

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

### **Special Topics Course Policy**

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

## **Program Completion and Graduation**

### **Graduate Degree Requirements and Information**

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

This catalog details the absolute minimum requirements for each degree. Credentials of each applicant are reviewed and a program of study is devised for each individual. Therefore, students may be required to take coursework above the minimum.

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

### **Scholastic Status Check**

Each student is expected to know the information in the catalog and to verify that qualitative and quantitative requirements for proper progress toward graduation are being met. All students should check official records, degree audit and transcript periodically to confirm their status. The university does not assume responsibility for the student's unexpected failure at the last minute to meet all requirements for graduation, whether failure is due to misunderstanding or negligence concerning those requirements or to an inability to meet them.

### **Application for Graduation**

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

Commencement ceremonies are held in May and December. Summer graduates are invited to participate in the December ceremony. Students are only eligible to participate in the commencement ceremony

designated for their graduation term provided they have 1) applied for graduation prior to the deadline and 2) cleared all course requirements shown on their degree evaluation(s). For the purposes of commencement participation, the Registrar's Office assumes students will pass the courses they are enrolled in for the designated graduation term.

### **Graduation Attendance**

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

### **Enrollment in Semester of Degree Conferral**

- All students must be enrolled in the term for which they have applied for graduation.
- If during the graduation term, degree requirements are not completed, the Application for Graduation may roll forward with the permission of the Academic Advisor, Graduate Program Director, or Department Head. The Stop Out Policy applies to students who stop out (under "Stop Out/Leave of Absence" section in Graduate School Admission Requirements).
- The Application for Graduation may roll forward no more than three terms.
- During the rollover period, students are not required by the Graduate School to be enrolled for credit. Programs may require enrollment during the rollover period to complete degree requirements.
- Special Note: If a student has not completed thesis, disquisition, or dissertation degree requirements, s/he must be enrolled in thesis, disquisition, or dissertation credit during the rollover term(s).
- If a student does not enroll during the three rollover terms, the student must: 1) reapply to the Graduate School and be admitted, 2) reenroll for at least one credit, and 3) must reapply for graduation.

### **Program Completion**

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

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

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

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

- Students who are in a non-thesis program/option who have completed all degree requirements with the exception of degree requirements such as a comprehensive examination, the removal of

an incomplete grade, or portfolio, must enroll in Continuing Research - Non-Thesis Option (usually numbered 779) in their discipline.

## **Thesis**

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

A one-page abstract of the thesis proposal and list of references approved by the student's thesis committee, program director, department head, and the Dean of Graduate School and Research must be on file in the Graduate School. The abstract cover sheet can be downloaded from the [Thesis, Disquisition, and Dissertation Information and Resources](#) web page. Students should submit a copy to their director and the Graduate School no later than four weeks prior to the end of the semester. Students may only register for thesis credit for the following semester after the abstract has been approved by the Graduate School. If the student's research involves either human or animal subjects, the protocol must be approved by either the Institutional Review Board (for human subjects) or the Institutional Animal Care and Use Committee (for other live vertebrates) before the thesis abstract can be approved. IRB instructions and forms can be found at the [IRB Application Process](#) website.

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

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

## **Disquisition/Dissertation**

A disquisition is required for the Ed.D. in educational leadership. A dissertation is required for the Psy.D. in psychology.

A one-page abstract of the disquisition/dissertation proposal and list of references approved by the student's doctoral committee and the Dean of Graduate School and Research must be on file in the Graduate School. The abstract cover sheet can be downloaded from the *Thesis, Disquisition, and Dissertation Information and Resources* web page or Ed.D. Program Student Center in Canvas. Students should submit a disquisition/dissertation abstract at least one semester prior to the semester in which they plan to graduate. A student cannot defend the proposal and the disquisition/dissertation in the same semester. If the student's research involves human subjects, the protocol must be approved by the Institutional Review Board before the disquisition/dissertation proposal can be approved. IRB instructions and forms can be found at the [IRB Application Process](#) website.

The completed, defended disquisition/dissertation should be submitted to the Graduate School (via ProQuest [www.etdadmin.com/wcu](http://www.etdadmin.com/wcu)) before the end of the semester at which the degree is to be conferred

following the deadlines given on the *Thesis, Disquisition, and Dissertation Information and Resources* web page or in the Ed.D. Disquisition Formatting Guide in Canvas (also see the Academic Calendar for deadline). After the disquisition/dissertation has been reviewed, the student will receive an email regarding the Graduate School's approval or denial of the submission.

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

### **Purpose of the Dissertation**

The Doctor of Psychology (PsyD) degree program ("Program") requires that students complete a dissertation through working closely with faculty members on research. The dissertation requirement reflects our Program's philosophical commitment to (a) training students to approach professional psychological practice using a scientific framework and (b) the scientific foundation of professional psychological practice. The dissertation consists of original research conducted by the student under close supervision of a dissertation Chair and evaluated by a three-member faculty committee. When combined with program pre-requisites and doctoral coursework, successful execution of the dissertation provides doctoral students a process to formally demonstrate research competency and content knowledge competency. Dissertation projects may use qualitative or quantitative methods depending on the nature of the research. The scientific merit of the proposed project (including research methods) must be approved by the student's chair and a selected committee during an initial prospectus defense and during the final dissertation defense.

The completed, defended dissertation should be submitted to the Graduate School (via ProQuest/UMI Disquisition Publishing [www.etsdadmin.com/wcu](http://www.etsdadmin.com/wcu)) before the end of the semester at which the degree is to be conferred. After the dissertation has been reviewed, the student will receive an email regarding the Graduate School's approval or denial of the submission.

## **Certificates and Teacher Licensure**

### **Certificates**

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

### **Licensure**

It is the responsibility of the student to apply for an initial North Carolina teacher or school professional license or to upgrade an existing North Carolina license by contacting the Licensure Specialist in the College of Education and Allied Professions, at the beginning of the final semester. For current application process, fees, and licensure forms, consult [teacherlicensure.wcu.edu](http://teacherlicensure.wcu.edu) or [www.ncpublicschools.org/licensure/](http://www.ncpublicschools.org/licensure/).

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

The Office of Field Experiences in the College of Education and Allied Professions is dedicated to supporting applicable departments in preparing teacher education majors to become highly qualified public school teachers. The Office of Field Experiences provides support to ease the transition from pre-



service to induction by seeking clinical placements that enrich student experiences and strengthen the connection between theory and practice. The main goal of clinical and field experiences is to provide quality, diversified field experiences, and clinical practice that enhance candidates' knowledge, experiences, and values for success in a diverse, global society so that students have the opportunity to work with qualified educators in successful programs. For information contact the Office of Field Experiences at (828) 227-7314.

## **Foreign Language Requirement**

A reading knowledge of a foreign language is required of candidates for the Master of Arts degree in History. Other degree programs do not require proficiency in a foreign language. Graduate students must complete the foreign language requirement by Graduate School deadlines to participate in the ceremony and receive their degrees.

## **Comprehensive Examinations**

A comprehensive examination is required for most degree programs. The examination may be written or oral or both. The specific requirement for each program is stated in the degree outline. The comprehensive examination shall be administered by the appropriate department at least two weeks before the end of the semester in which the student expects to receive a degree. Written notice of the results of the examination shall be given to the Graduate School at least ten business days prior to commencement. Graduate students must complete the comprehensive examination requirement by Graduate School deadlines to participate in the ceremony and receive their degrees.

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

## **Posthumous Degrees**

The criteria for consideration for a Posthumous Degree or Certificate of Achievement are as follows:

- A student who dies while actively pursuing an undergraduate or graduate degree may be considered for a posthumous graduate degree if he or she has completed 75% or more of the program credits.
- Students must be in good standing and must have been enrolled at WCU at the time of death.
- Students who do not qualify for a posthumous degree may be awarded a Certificate of Achievement if the student was in good standing.

### Process

1. The process for awarding a posthumous degree or Certificate of Achievement is initiated with a letter from the major program to the Provost identifying the student and requesting action.
2. The Provost or his/her designee will review requests from the major programs and determine if the application satisfies the criteria and then authorize the Posthumous Degree if warranted under the terms of this policy.

3. In the case of a student who does not have a major, or other circumstances that make it difficult for the program faculty to initiate the process, the Provost may determine that the situation warrants a Certificate of Achievement and issue one independently.
4. The Provost or designee will communicate with the family to determine the optimal way to confer the Posthumous Degree or Certificate of Achievement (in person or by mail).
5. The Provost or designee will submit a form for appropriate signatures.

*The Western Carolina University Provost reserves the right to award a Posthumous Degree or Certificate of Achievement at the Provost's discretion, even in the event the criteria and process outlined above are not met.*

## **Student Rights and Regulations**

### **Family Educational Rights and Privacy Act**

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

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

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

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

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

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

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

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

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

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

The policies of the University of North Carolina General Administration concerning FERPA may be inspected in the office at each constituent institution designated to maintain the FERPA policies of the institution. Policies of General Administration may also be accessed in the Office of the Secretary, General Administration, The University of North Carolina, 910 Raleigh Road, Chapel Hill, North Carolina, 27515.

Further details about FERPA and its procedures at General Administration are to be found in the referenced policies. Questions about the policies may be directed to Legal Section, Office of the President, The University of North Carolina, General Administration, Annex Building, 910 Raleigh Road,

Chapel Hill, North Carolina (mailing address P.O. Box 2688, Chapel Hill, North Carolina 27515-2688; telephone 919-962-4588).

## **Code of Student Conduct**

The Department of Student Community Ethics (DSCE) works with the University community to educate students about their rights and responsibilities as stated in the Western Carolina Creed, the Student Handbook and the Code of Student Conduct. The DSCE website is found at <http://dsce.wcu.edu> and includes important information about the Community Creed, alcohol and drug education, as well as student rights and responsibilities under the WCU Code of Student Conduct. The DSCE facilitates education about the Western Carolina University Community Creed, and also works to help students and organizations who violate University living and learning expectations become more responsible members of the Western Carolina University Community. DSCE also collaborates with academic leaders and public safety officials to help keep our campus community safe and welcoming to everyone in this community.

The university is committed to developing and maintaining the highest standards of scholarship and conduct. Therefore, all students are subject to the rules and regulations of the university. In accepting admission to Graduate School, students indicate their willingness to abide by university rules and regulations and acknowledge the right of the university to take appropriate disciplinary action, including suspension and/or expulsion, as may be deemed appropriate, for failure to abide by university rules and regulations. Rules related to student conduct and procedures for the resolution of cases may be found in the Code of Ethics and the Academic Integrity Policy.

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

## **Code of Ethics**

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

## **Policy on Illegal Drugs**

### **I. Purpose**

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

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

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

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

### B. **Enforcement and Penalties**

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

administrators, and other employees, and by regulations of the State Personnel Commission.\*

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

**III. Trafficking in Illegal Drugs**

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

**IV. Illegal Possession of Drugs**

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

**V. Suspension Pending Final Disposition**

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

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

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

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

## **Policy on Responsible Use of Information Technology Resources**

### **Information Technology**

Information technology resources are provided to support the University's mission. To ensure that these shared and finite resources are used effectively to further the University's mission, each user has the responsibility to use the resources appropriately and efficiently, respect the freedom and privacy of others, protect the stability and security of the resources and understand and fully abide by established University policies and applicable public laws. Abuse or misuse of information technology resources include (but are not limited to) sharing your user credentials with others, unauthorized attempts to access information or information technology resources, and, theft, vandalism, copyright issues, and harassment. Abuse or misuse of information technology resources may not only be a violation of university policy, but it may also violate certain regulations or criminal statutes. Therefore, the university will take appropriate action in response to user abuse or misuse of information technology resources. Action may include, but not necessarily be limited to, suspension or revocation of access to information technology resources. Violation cases will be referred to the appropriate office for disciplinary action and may require referral to law enforcement authorities. Users must cooperate with any investigation of abuse or misuse of information technology resources. To the extent permitted by law and policy, the university reserves the right to access and disclose the contents of any files or Email stored on University information technology resources, without the consent or knowledge of the user. See University Policy #52, Responsible Use of Information Technology Resources online at, <https://www.wcu.edu/discover/leadership/office-of-the-chancellor/legal-counsel-office/university-policies/numerical-index/university-policy-52.aspx>.

### **Electronic Mail (email) Policy**

University Policy #52 (see link above) also addresses the use of email. The university email system and email accounts are provided by the university as one of its primary means of official communication. An email message regarding university matters sent from an administrative office, faculty, or staff member is considered to be an official notice. Students, faculty, and staff are required to read their university email system messages on a regular basis to receive these official notices.

## **Changes in Requirements and Regulations**

Every effort has been made to assure the accuracy of statements in this catalog to the extent they could be known at press time. However, changes in, or elimination of, provisions contained herein on any and all matters, including courses, course descriptions, designations of faculty, fees and other charges,

admissions and degree requirements, and academic policies and procedures, may be made and applied before the next catalog publication occurs.

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



## Graduate School Admission Requirements

### Graduate School Admission

The Dean of Graduate School and Research is responsible for the admission of all graduate students. All students taking graduate courses, whether for credit, noncredit, or audit, must make a formal application to the Graduate School and meet any program-specific admission requirements prior to enrolling in any graduate coursework. All applications should be submitted online ([grad.wcu.edu](https://grad.wcu.edu)) and inquiries should be addressed to [grad@wcu.edu](mailto:grad@wcu.edu) or:

Graduate School and Research  
110 Cordelia Camp Building  
Western Carolina University  
Cullowhee, NC 28723-9022  
Telephone: (828) 227-7398

The Graduate School welcomes the applications of students without regard to race, color, national origin, religion, sex, age, sexual orientation, or disability. In addition to the stated objective criteria described in the application procedure (e.g., letters of recommendation, official test scores, official transcripts, etc.), the Dean of Graduate School and Research reserves the right to determine, from appropriate information, whether an applicant will be a suitable candidate for graduate studies. The specific requirements for the various degree programs offered are outlined in subsequent sections of this catalog. All prospective applicants are urged to study these requirements carefully prior to initiating an application for acceptance to the Graduate School.

### Admission Requirements

#### Degree Requirements:

Applicants for admission to the Graduate School are expected to hold a baccalaureate or higher-level degree from an institution accredited by a United States Department of Education (USDOE) recognized institutional accreditor by the time they begin their program of study. Certain programs may require specific degrees or coursework as a requirement for admission (see Program Specific Admission Requirements for individual programs). An applicant may be required to take additional coursework as either co-requisites or prerequisites to strengthen or supplement the undergraduate background.

#### Graduate School Admission Requirements:

Applicants are required to:

- Complete and submit an online application (<https://gradadmissions.wcu.edu/apply/>)
- Pay the non-refundable application fee
- Provide transcripts from all colleges/universities attended
  - Unofficial transcripts showing any completed degrees and coursework from any college/university attended in the last five years should be uploaded within the online application\*. If you are offered admission, one official transcript showing a conferred baccalaureate or higher-level degree will be required prior to the first day of the enrollment term. Former WCU students who graduated from WCU are not required to submit official transcripts for their WCU degrees. Applicants who have earned a degree from an institution outside the United States must have their transcripts evaluated by an

accepted foreign credential evaluation service. A document-level transcript evaluation verifying a baccalaureate-level degree must be submitted to the Graduate School directly from an approved third-party transcript evaluator. Programs may require course-level transcript evaluation for admission and/or transfer credit requests

- Submit any program-specific admission materials

\*Please note: some programs may require additional undergraduate transcripts or transcripts older than five years to verify coursework for licensure purposes, completion of course prerequisites, etc. In addition, an applicant may submit transcripts for any other coursework they would like to have considered.

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

Individual programs establish requirements specific to the program of study and may include letters of recommendation, admissions test scores (GRE, GMAT, MAT), writing samples, proof of licensure, and/or specific prior course work or degrees. Please familiarize yourself with your program's specific requirements before beginning the online application.

## **International Applicants - Additional Requirements**

International students are an important component of campus life and are welcome at the university. In addition to the *admission requirements* listed above, international applicants have additional requirements and deadlines to meet. It is expected that international applicants will not begin graduate study until the admission process is completed. Since several months may be required to receive and process applications from abroad, international students are urged to submit complete information as early as possible and no later than the *recommended timeline* for the intended admission term.

### **Foreign Transcript Evaluation**

A document-level transcript evaluation must be submitted directly to the Graduate School from an approved third-party transcript evaluator.

- The transcript evaluation must verify that the applicant has earned a degree equivalent to a US baccalaureate-level degree from an institution accredited by a United States Department of Education (USDOE) recognized institutional accreditor.
- Programs may require a course-level transcript evaluation for admission and/or transfer credit requests

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

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

- Within a year previous to the submission of the application, another foreign applicant from the same degree program at the same degree-granting institution has provided an official transcript evaluation indicating the degree is equivalent to a four-year U.S. baccalaureate degree.

### **Tests of Language Proficiency**

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

As a result of test center closings in many countries impacted by COVID-19 pandemic, the Graduate School now accepts Duolingo English Test examination results. Duolingo English tests taken after January 1, 2021 will be accepted.

To be admitted, a minimum score of 105 will be required. In addition to providing a score at or above the minimum, the Graduate School or graduate programs may choose to require students to participate in a video conference interview prior to making an admission decision.

A TOEFL, IELTS, or Duolingo is not required for applicants who

- Are from countries where English is the SOLE OFFICIAL language of instruction.
- Have received or will receive a degree from an accredited university in the United States. If you are currently enrolled at a US institution, you must submit an official transcript and verification of degree candidate status from that institution to qualify for a TOEFL, IELTS, Duolingo exemption.
- Have received or will receive a degree from an accredited university where English is the SOLE language of instruction. If you are a degree candidate in a university where English is the SOLE language of instruction, you must submit an official verification from the university that English is the SOLE language of instruction along with your anticipated date of graduation to qualify for a TOEFL, IELTS, Duolingo exemption.
- Have successfully completed WCU's *Intensive English Program* (IEP) (suspended January 1, 2023).

Applicants who qualify for the exemption because they meet one of the categories above should contact the Graduate School.

The Office of Global Engagement may contact the applicant to obtain additional documentation.

The Graduate School will consider, on a case-by-case basis, a waiver of the Tests of Language Proficiency from applicants who fall into either of these two categories:

1. The applicant has completed at least two years of full-time study within the past 5 years at a recognized secondary school, college or university whose primary instruction is in English and has a minimum GPA of 3.0.

The applicant must provide transcripts and documentation of instruction in English.

2. The applicant has 3 years of residency in the U.S. and has been employed in an establishment(s) where all activities are conducted in English.

The applicant must provide a letter from the Human Resources Department, or an authorized official, from each establishment certifying all activities are conducted in English and specifying dates of employment.

Applicants must contact the Graduate School directly to request a waiver.

The Graduate School will review all waiver requests; waivers are not automatically approved. Application deadlines and recommended timeline for international students applying to programs without specific deadlines are posted online under Admission Requirements.

## Deadlines

Graduate School application deadlines are by program. See the Graduate Degree Programs, [gradprograms.wcu.edu](http://gradprograms.wcu.edu), webpage for current program application deadline information.

## Application Review

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

## Categories of Admission

Persons applying for admission to the Graduate School, if accepted, may be admitted in one of several categories as described below. International students may be granted regular, conditional, non-degree, or exchange student admission to the Graduate School as appropriate. Western Carolina University is authorized under Federal law to enroll non-immigrant students.

**Regular Admission.** Students with a complete application file, who meet the established requirements for admission to the Graduate School and their degree programs, are granted Regular Admission.

**Conditional Admission.** Some graduate programs allow promising students, who do not meet the formal requirements for regular admission, to take courses for one semester while they are completing their application file or satisfying the conditions of their admission. To be considered for Conditional Admission, the student must provide a transcript from an institution accredited by a United States Department of Education (USDOE) recognized institutional accreditor. International students should refer to the Graduate Catalog section on International Applicants.

- A conditionally admitted student can only attend classes for one semester while completing his/her application file. After the file is complete, the student will be considered for Regular Admission. If a conditionally admitted student fails to meet the requirements as stated in their conditional letter of acceptance, the student will not be allowed to enroll for any future terms until conditions are met.
- If a student is conditionally admitted, one or more of the following conditions may apply:

- Must earn a GPA of 3.0 during the first term of enrollment
- Must submit acceptable test scores
- Must submit required letters of recommendation
- Must submit an official, final transcript showing a conferred bachelor's degree

### **Non-degree Admission**

Applicants may apply to the Graduate School for admission as a non-degree graduate student. Please note that non-degree-seeking students are not admitted to any degree program, are not eligible for financial assistance, and are not assigned to advisors.

- **Transient Admission.** Transient students are graduate students pursuing a degree at another institution who wish to enroll in courses at WCU as part of their program requirements from the other institution. All other non-degree status regulations apply.

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

Non-degree graduate students who wish to be considered for admission into a graduate degree program may do so by following the instructions noted in the Program Change section. Students should be aware that work completed in a non-degree status does not necessarily apply toward a degree, nor does being allowed to take courses imply acceptance into a degree program.

Non-degree students may complete a maximum of 12 hours. Students enrolled in graduate certificate programs are exempt from the 12-hour maximum limit. Non-degree students who wish to complete more than 12 hours must obtain special permission from the Dean of the Graduate School. If a student has taken courses in non-degree status and later is formally admitted as a degree candidate, the program may accept up to 9 non-degree credit hours. Admission as a non-degree graduate student does not guarantee admission into a graduate degree program. Non-degree students may not request transfer of credit. Non-degree Certificate Programs are exempt from this policy.

### **Program Changes**

Students who are currently enrolled in a graduate program of study or are enrolled as a non-degree-seeking student may wish to request a change in program. In such cases, the student must complete a new application through the Graduate School Application Portal online system and supply any additional materials as required by the prospective program. Any required transcripts and test scores that the Graduate School already has on file can be used. The student may request a refund of the application fee by contacting the Graduate School via email at [grad@wcu.edu](mailto:grad@wcu.edu).

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

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

## Stop Out or Leave of Absence

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

Students may take one or two terms of leave called a **"Stop Out"** without declaring a leave of absence with the Office of the Registrar. Students are eligible to register the following semester. A **Leave of Absence** may be granted upon request to those who are eligible to register for a term, but have not yet done so. They can be taken for up to one full year (three terms). Note that students requesting a Leave of Absence will be required to reapply online and pay the fees to be reinstated (see table below).

## Readmission

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

Fall	Spring	Summer	Fall	Spring	Summer	Fall
Enrolled	Not Enrolled	Not Enrolled	Not Enrolled	Reapply		
	Enrolled	Not Enrolled	Not Enrolled	Not Enrolled	Reapply	
		Enrolled	Not Enrolled	Not Enrolled	Not Enrolled	Reapply

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

Any graduate of a WCU graduate degree program who wishes to pursue additional graduate course work or another graduate degree at WCU must apply to the Graduate School for that program or course work. After submission of the application, the applicant may request a refund of the application fee by contacting the Graduate School via email at [grad@wcu.edu](mailto:grad@wcu.edu).

A *program* may request that the Graduate School readmit a graduate student and reset the student's GPA. GPA Reset Readmission permits students, who had **previously enrolled in a graduate program** at Western Carolina University and earned a low GPA to have their cumulative GPA reset. Students must complete the Graduate GPA Reset Readmission form and this must be approved by the new program's Graduate Program Director *and* the Graduate School. This process will not remove the previous coursework from the WCU transcript, but it will allow the calculation of the graduate GPA to commence when they re-enroll. None of the coursework from the old program may be transferred or retained for the new program. Furthermore, this process requires a break in enrollment; the coursework for the prior

program must have been completed **at least two years** prior to the term in which the student will re-enroll. A student may only use the GPA Reset Readmission one time.

### **Application/Admission Deferral**

The Graduate School allows deferral, conditional on program approval, of an application/admission for up to one year past the original start term. Deferral requests must be submitted in writing to the Graduate School. Many considerations are involved, so applicants considering deferral are encouraged to contact the Graduate School as soon as possible.

## **Fees, Expenses and Financial Aid**

### **Fee Information**

Western Carolina University holds its charges to a minimum, and fees are commensurate with the provision of needed services. The following schedule of fees, due and payable by the payment deadline for each semester, will be effective beginning with the fall semester of the 2024-2025 academic year. The university reserves the right to alter any charges without prior notice upon direction from appropriate governing authorities.

Application for admission must be accompanied by a non-refundable processing fee, paid online at the time of application or in the form of a check or money order made payable to Western Carolina University.

### **Payment of Fees**

All charges are due and payable on or before the established payment deadlines for each semester. Payment may be made by mailing a check, cashier's check, or money order, to the Student Accounts Office, in-person at the Student Accounts Office in the Killian Annex, or online by credit card or webcheck through the MyWCU student portal. In accordance with state policy, a processing fee of \$35 is assessed for returned checks.

Any fees or fines not paid will cause the university to withhold the issuing of transcripts and block registration for classes until all debts are cleared.

### **Resident and Distance Learning Tuition and Fee Charges**

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

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



Tuition rates are reviewed and set annually by the North Carolina legislature. The University reserves the right to alter any charges without prior notice. Please visit the Tuition and Fees website at [tuition.wcu.edu](http://tuition.wcu.edu) for current tuition and fees information. Resident credit part-time, Certified Registered Nurse Anesthetist Program, Doctorate in Physical Therapy Program, Doctorate in Nursing Practice Program, Master's in Athletic Training Program, Master's in Business Program, Master's in Communication Sciences and Disorders Program, Master's in Family Nurse Practitioner Program, and Master's in Social Work Program tuition and fees information is located under the Graduate Tuition and Fees page then click on Part-Time Tuition and Fees link.

### Fees per Semester

#### Full Time Student

Tuition rates are reviewed and set annually by the North Carolina Legislature. The university reserves the right to alter any charges without prior notice.

<u>Tuition and Required Fees, NC:</u>	
Undergraduate	\$ 3,497.28
Graduate	\$ 5,120.28

<u>Tuition and Required Fees, Out of State:</u>	
Undergraduate	\$ 5,497.28
Graduate	\$ 10,479.78

<b>Graduate</b>	<b>NC Resident</b>	<b>Out of State</b>
Nurse Anesthesia, DNP-CRNA	\$ 8,020.28	\$ 13,379.78
Communication Sciences and Disorders, MS	\$ 5,720.28	\$ 11,079.78
Business	\$ 5,570.28	\$ 11,379.78
Family Nurse Practitioner, DNP & DNP-FNP	\$ 7,520.28	\$ 12,879.78
Social Work, MSW.	\$ 5,420.28	\$ 10,779.78
Athletic Training, MSAT	\$ 5,620.28	\$ 10,979.78

Physical Therapy, DPT	\$ 5,750.28	\$ 12,150.28
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Fees include \$1,182.28 for the Value Plan Health Insurance Fee. Students can waive this fee by verifying coverage, or enroll in the Premium Plan for \$1,475.32 at <http://studentbluenc.com/#/wcu/welcome>.

## Per Semester Charges Detail

### Full Time Undergraduate Student

	<u>NC Resident</u>	<u>Out of State</u>
Tuition	\$ 500.00	\$ 2,500.00
Required Fees**	\$ 2,836.28	\$ 2,836.25
Book Rental Fees	\$ 161.00	\$ 161.00
Room (Lower Campus)	\$ 3,121.00	\$ 3,121.00
Meal Plan (Unlimited Basic + 107 DB)	\$ 2,391.45	\$ 2,391.45
<b>TOTALS</b>	<b>\$ 9,026.40</b>	<b>\$ 11,009.73</b>

\*\*Fees include \$1,182.28 for the Value Plan Health Insurance Fee. Students can waive this fee by verifying coverage, or enroll in the Premium Plan for \$1,475.32 at <http://studentbluenc.com/#/wcu/welcome>.

### Part-time Student

Undergraduate students, enrolled for 11 or fewer hours; Graduate students, enrolled for 8 or fewer hours. An additional \$1,182.28 for the Value Plan Health Insurance Fee. Students can waive this fee by verifying coverage, or enroll in the Premium Plan for \$1,475.32 at <http://studentbluenc.com/#/wcu/welcome>.

	<u>Undergraduate</u>		<u>Graduate</u>	
	NC Resident	Out-of-State	NC Resident	Out-of-State
Per Hour	\$ 188.96	\$ 355.62	\$ 372.82	\$ 968.32

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

### Additional Academic Fees per Semester

Engineering Major	\$ 100.00
Fine Arts Major Fee	\$ 125.00
Athletic Training Programm Fee	\$ 200.00
Cooperating Teachers Stipend Course Fee	\$ 450.00
Dietetics Program Fee	\$ 125.00
Recreational Therapy Program Fee	\$ 50.00
Emergency Medical Care Program Fee	\$ 350.00
Environmental Health Program Fee	\$ 50.00
Social Work Program Fee	\$ 175.00
Honors College Program Fee	\$ 15.00

Tuition rates above assume that you are a full-time student. Students who enroll for 11 or fewer semester hours are considered part-time. More information on part-time enrollment tuition and fees can be found at [tuition.wcu.edu](http://tuition.wcu.edu).

### **Additional Miscellaneous Fees**

Parking Permit- Freshman Resident [Per Year]	\$ 418.00
Parking Permit- Sophomore Resident & Commuter [Per Year]	\$ 418.00
Parking Permit- Junior Resident [Per Year]	\$ 418.00
Parking Permit- Senior Resident & Graduate [Per Year]	\$ 385.00
Parking Permit- Commuter [Per Year]	\$ 335.00
Motorcycle Permit [Per Year]	\$ 45.00
Weekly Parking Permit	\$ 8.00
Application Fee	\$ 65.00
International Application Fee	\$ 90.00
Late Registration Fee	\$ 10.00

Graduation Fee	\$ 60.00
Late Graduation Registration Fee	\$ 25.00
Returned Check Fee	\$ 35.00
Transcript Fee (Non-Enrolled Students)	\$ 10.50
Replacement Diploma Fee	\$ 35.00
Certificate Fee	\$ 50.00
International Student Fee	\$ 150.00
Study Abroad Fee	\$ 150.00
Residential Technology Fee	\$ 89.00

Athletic Facilities Debt Fee, \$48.00; Brown Hall Debt Fee, \$68.00; Recreational Center Debt Fee, \$77.00; Transportation Fee, \$63.50; University Center Debt Fee, \$12.00; Dining Facility Debt Fee, \$56.50; Value Plan Health Insurance, \$1,182.28 (Nonrefundable. Required by degree-seeking students enrolled for at least 6 hours. Students can waive this fee by verifying coverage, or enroll in the Premium Plan for \$1,475.32 at <http://studentbluenc.com/#wcu/welcome>.

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

### Distance Learning Tuition and Fees

Tuition and Fees per Semester Hour

	<u>NC Resident</u>	<u>Out of State</u>
Undergraduate	\$ 65.81	\$ 232.47
Undergraduate - Emergency Medical Care	\$ 89.46	\$ 256.12
Graduate	\$ 277.92	\$ 873.42
Graduate Business	\$ 327.92	\$ 973.42
Doctoral Nursing Practice	\$ 600.14	\$ 1,195.64
Military Undergraduate*	\$ 65.81	\$ 232.47
Military Undergraduate EMC*	\$ 89.46	\$ 256.12

Military Graduate*	\$ 277.92	\$ 277.92
Military Graduate Business*	\$ 327.92	\$ 327.92

Fees for distance education include Education and Technology, Association of Student Government, Records and Enrollment Management, and Campus Security Fees.

\*For any active-duty service member enrolled in a distance learning program, or any student enrolled in a distance learning program and using Department of Defense or Veterans Administration education benefits.

### Residence Halls

<b>Standard Residence Hall - (Albright-Benton and Buchanan)</b>		
Private Room		\$3,366.00
Double Room		\$2,397.00
<b>Reynolds Hall</b>		
Private Room		\$3,655.00
Double Room		\$2,880.00
<b>Judaculla Hall</b>		
Private Room		\$3,601.00
Double Room		\$3,137.00
<b>Balsam/Blue Ridge Halls</b>		
Private Room		\$4,118.00
Double Room		\$3,573.00
<b>Robertson</b>		
Private Room		\$3,397.00
Double Room		\$2,842.00
<b>Madison Hall</b>		

Private Room	\$3,825.00
Double Room	\$3,344.00
<b>Village</b>	
Private Room	\$3,845.00
Double Room	\$3,292.00
<b>Allen Hall</b>	
Private Room	\$3,928.00
Double Room	\$3,368.00
<b>Norton Road Hall</b>	
Private Room	\$3,669.00
Double Room	\$3,379.00
<b>Harrill Hall</b>	
Private Room	\$3,666.00
Double Room	\$3,152.00
<b>Noble Hall</b>	
Private Room	\$4,159.00
Double Room	\$3,609.00
<b>Lower Campus- ("The Rocks"; BK, SK, WK)</b>	
Private Room	\$3,621.00
Double Room	\$3,121.00

### Late Registration and Payment

Students who register after the last regular registration date will be charged a late fee of \$10 for each course. Delinquent accounts will be assessed a one-time 10 percent late payment penalty and monthly interest at an interest rate established by the North Carolina Department of Revenue.

Western Carolina University is a publicly supported institution. Tuition payments and other required fees account for only a part of the total cost of the education of students enrolled. Tuition and fee rates included are waiting for approval by the University System of North Carolina Board of Governors, not inconsistent with actions of the General Assembly.

Students and parents can also find additional information on Western Carolina University's Use of Tuition Statement at: <https://www.wcu.edu/WebFiles/Excel/WCU2022-23TuitionBillStatement.pdf>. This statement provides details on an annual basis for the UNC Board of Governors' approved tuition and fees only. For a list and description of both the UNC Board of Governors' and WCU's fees, go to <http://www.wcu.edu/apply/tuition-and-fees/index.aspx> and choose "UNC Board of Governors and WCU's fees."

## **Dining Services**

### **Meal Plan Requirement**

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

### **Meal Plan Changes**

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

### **Block Plan Meals**

Block Plan meals are prepaid all-you-care-to-eat meals that can be used at Courtyard Dining Hall for any meal served. Block Plan meals are available to use throughout the semester. There is no limit on the number of meals that may be used during a specific day or week, but meals must be used in the semester for which they are purchased. Block meals do not transfer from semester to semester. Block meals may only be used at Courtyard Dining Hall.

### **Declining Balance Points**

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

### **Meal Exchange**

Almost all retail dining locations offer a Meal-Exchange menu. Meal Exchange will allow you to use a portion of your block meals in retail locations. To use a Meal-Exchange meal, you simply order an item from the Meal-Exchange menu and then let the cashier know you will be using Meal Exchange to pay for your order. To determine how many Exchange Meals come with your Meal Plan, check out the Meal Plan page. The meal plan description will tell you the number of Block Meals and, Exchange Meals as well as the amount of Declining Balance (DB) associated with your plan. You may also check your meal plan balances on MyWCU.

## **ID Card**

A valid WCU Cat Card is required to use your meal plan. You must personally present your Cat Card to access your meal plan. You may not loan your card to another student. Cards presented in dining locations by someone other than the card owner will be confiscated. Cards and replacements may be obtained in 224F Brown Hall. Cards that are damaged or have impaired photographs may be confiscated. Lost or stolen cards must be reported immediately to the Cat Card office or to University Police to have the card declared invalid. The university and Dining Services are not liable for purchases made with lost or stolen cards.

## **Serving Dates**

Your meal plan can be used during scheduled service times from lunch on the day residence halls open until the day residence halls close at the end of the semester except during these University holidays: Thanksgiving Break (Wednesday-Sunday lunch), Winter Break, and Spring Break. Serving dates and hours of operation at individual dining locations are described on our website at <https://westerncarolina.campusdish.com/en/>. Holiday hours will also be posted several days in advance at each location and will be available on the website.

## **Meal Plans**

*Unlimited Premium (\$2,782.00 per semester)*

Unlimited "All-you-care-to-eat" meals + \$214.00 Declining Balance Points  
(Available to all students)

*Unlimited Basic (\$2,391.45 per semester)*

Unlimited "All-you-care-to-eat" meals  
+ \$107.00 Declining Balance Points  
(Available to all students)

*150 Block Plan (\$1,974.15 per semester)*

150 "All-you-care-to-eat" meals  
+ \$535.00 Declining Balance Points  
(Available to all students)

*Weekly 14 (\$2,209.55 per semester)*

14 "All-you-care-to-eat" meals per week  
+ \$321.00 Declining Balance Points  
(Available to all students)



80 Block Commuter (\$1,358.90 per semester)

80 "All-you-care-to-eat" meals

+ \$588.50 Declining Balance Points

40 Block Commuter (\$856.00 per semester)

40 "All-you-care-to-eat" meals

+ \$428.00 Declining Balance Points

Commuter DB (\$775.75 per semester)

\$749.00 Declining Balance Points

\*\*Freshmen must choose either the Unlimited Premium or Unlimited Basic.

### Other Fees

Application fee	\$65
Graduation fee	\$60
Late Graduation Registration Fee	\$25
Certificate fee	\$50
Late registration fee	\$10
Cap, gown, and hood	obtained through WCU Bookstore
Transcript Fee	\$10.50 (Non-enrolled students)

Certain courses in some fields require laboratory or materials fees in addition to the costs listed in this section. Distance and Graduate students must purchase all required textbooks, regardless of course level. Textbooks are available in the Bookstore or at [books.wcu.edu](http://books.wcu.edu).

### Payment of Fees

All charges are due and payable on or before the payment deadline for each semester. Payment may be made by mailing a check, cashier's check or money order, to the Student Accounts Office, in-person at the One Stop in the Killian Annex, or on-line by credit card or check through the MyWCU student portal. In accordance with state policy, a processing fee of \$25 is assessed for returned checks. A processing fee of \$5.00 will be assessed for ACH payments with incorrect account information.

Any fees or fines not paid will cause the university to withhold the issuing of transcripts and block registration for classes until all debts are cleared.

Students who preregister will be required to remit full payment of tuition and fees by the first day of classes for fall semester (first day of classes for spring semester) to retain their preregistered class schedules. After this deadline, schedules of students who have preregistered and not paid will be canceled. The class seats made available thereby will be offered to these and all other students who register in the regular registration and drop-add periods at the beginning of the semester.

**Textbooks.** Distance and Graduate students must purchase all required textbooks, regardless of course level. Textbooks are available in the Bookstore or at books.wcu.edu.

## Refund Policies

### Students Who Completely Withdraw From WCU

#### Academic Year Tuition and Fees

During a fall or spring term, a full-time or part-time student who drops from all classes before the end of the drop/add period will have tuition and fee charges reduced by 100 percent for the term. Students who complete a term withdrawal after the drop/add period are entitled to a reduction of mandatory tuition and fees (with the exception of the non-refundable health insurance fee) in accordance with the following schedule:

Percentage of Enrollment	Reduction Percentage
Through Drop/Add	100 percent
10%	90 percent
25%	50 percent
50%	25 percent
After 50% of Enrollment Period	0 percent

Students who want to withdraw from all courses after the drop/add period ends must initiate a term withdrawal through the Office of Student Retention. They are, therefore, eligible only for the partial reductions that apply to term withdrawals. (See "Term Withdrawal" under "Academic Regulations & Policies.") The credit prorations for the current term are available online through the Student Accounts Office. A tuition and fee reduction does not guarantee that the student will receive a refund. See Return of Title IV under the Fees, Expenses and Financial Aid section.

#### Summer School Tuition and Fees

Summer school students who withdraw from the university before the end of the drop/add period will have tuition and fee charges removed for the term. Summer school students who withdraw from the university after the drop/add period are eligible for reductions through the first 50 percent of the enrollment period for that session. The credit prorations for summer school are available online through the Student Accounts Office.

#### Housing and Food/Meal Plans

In the event of a term withdrawal, housing and board (meal) charges are prorated based on the number of days a residential assignment was active and/or a meal plan was active. Credits for the declining balance portion of meal plans are based on the actual declining balance remaining on the student's

CatCard account, for the current semester's meal plan, at the time of withdrawal. Questions should be directed to Residential Living.

## **Exceptions**

Exceptions to these policies may be made if a student withdraws from the university for reasons of hardship. Hardship reasons are defined as any of the following:

1. Death of the student
2. Death in the student's immediate family
3. A medical condition that compels withdrawal upon recommendation of the director of Student Health Services,
4. A mental health condition that compels withdrawal upon recommendation of the director of Counseling and Psychological Services.

Requests for exceptions should be submitted to the Refund Appeals Committee through the Office of Student Retention. Approved exceptions for refunds or account adjustments will be forwarded to the Student Accounts Office to make final settlement of the student's account. All refunds, regardless of the source of payment, will be made to the student.

## **Students Who Drop Course Hours**

### **Academic Year Tuition and Fees**

Students who reduce their course load before the end of the drop/add period for that session, 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. Students may be eligible for a refund of out-of-pocket payments, or a return of financial aid based on the per semester-hour tuition rates. Course load reductions after the add/drop period are governed by the course withdrawal policy (grade of W). No adjustment will be made for reduced course loads after a drop/add period for that session.

### **Summer School Tuition and Fees**

Summer school students who reduce their course load by one or more classes before the first day of a session, or before the end of the drop/add period, will have tuition and fees adjusted to reflect the number of semester hours in which they remain enrolled. Course load reductions after the add/drop period are governed by the course withdrawal policy (grade of W). No adjustment will be made for reduced course loads after the drop/add period for that session.

### **Residence Status for Tuition Purposes**

Consistent with North Carolina's public policy of providing the benefits of higher education as free as practicable to the people of our state, the General Assembly has placed stringent criteria on who qualifies as a bona fide resident of this state for tuition purposes. Residence status for tuition purposes in North Carolina is governed by general statute, and the North Carolina State Residency Committee maintains a manual to assist students and their families in understanding both the legal and procedural requirements of resident classification for tuition purposes.

**Section 1.C (page 5) from the North Carolina Resident Classification Manual is reprinted below:**

Three broad points may help clarify state law governing the determination of residency for tuition purposes at institutions of higher education:

**First**, to appreciate the difference between residence and domicile. Residence is a place of abode and may be either permanent or temporary. By contrast, domicile is never temporary; rather, it is one's permanent, established home. To be domiciled in a particular place, one must intend to remain there for an indefinite period of time (permanently), and it is the place where one intends to return if absent. A person may have many residences but may only have one domicile. For purposes of this Manual, "domicile" is synonymous with "legal residence."

**Second**, generally speaking, state law mandates that only those who can demonstrate 12 months of uninterrupted domicile in North Carolina are eligible for in-state tuition. State law also places on applicants the burden of establishing, by a preponderance of evidence, that they are domiciled, rather than merely residing, in North Carolina. The 12-month (365 days) qualifying period begins at the time that a cluster of domiciliary acts is established as confirmed by valid evidence.

*"To be eligible for classification as a resident for tuition purposes [in-state tuition], a person must establish that his or her presence in the State currently is, and during the requisite 12-month qualifying period was, for purposes of maintaining a bona fide domicile rather than of maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education." G.S. 116-143.1(c)*

In short, a 12-month presence in North Carolina, even when coupled with a declaration of intent to remain permanently, does not, in and of itself, entitle an applicant to in-state tuition. Campuses still must evaluate evidence of domiciliary acts and make an independent determination of whether a bona fide domicile has been established.

**Third**, state law also makes the legal residence of an individual's living parents or legal guardian prima facie evidence of the individual's legal residence. This means that, at first view without further investigation or presentation of evidence, the legal residence of the applicant is the same as that of his or her living parent(s) or legal guardian. That prima facie evidence may be rebutted or reinforced by other evidence relative to the applicant's age and general circumstances. Generally speaking, for an applicant with out-of-state parents, the older the applicant and more independent the applicant is from his or her parents, the more likely it is for the applicant to be able to demonstrate domicile in North Carolina.

### **Additional Resources**

The North Carolina State Residency Classification Manual and additional information (including information on the effect of marriage to a North Carolina resident, special treatment for certain members of the military and their dependents, statutory grace period following the loss of domicile, and other specific exemptions written into general statute) are available on the University's website at [residency.wcu.edu](http://residency.wcu.edu). This website also includes deadline information as well as links to the State Residency Committee's website and the North Carolina General Statute governing residency. The burden of proof of in-state residency status rests on the student.

### **Residency Determination for Tuition Purposes**

In compliance with state law, the University of North Carolina system now requires students to request a residency classification from the new Residency Determination Service (RDS). RDS is the entity responsible for all new classifications of residency in North Carolina.

The specific requirements for establishing residency for tuition purposes and for eligibility for state financial aid are prescribed by state law. A North Carolina resident for tuition purposes (and for state financial aid consideration) is a person or a dependent person (dependent according to IRS tax code - not the FAFSA definition of dependency), whose parent or legal guardian has established and maintained legal residence in North Carolina for at least 12 months.

Residence in North Carolina must be legitimate and be a permanent situation. It cannot be maintained just for the purpose of acquiring in-state tuition prior to enrollment at an institution of higher education.

Under North Carolina law, to qualify for in-state residency, you must show that you meet all of the following criteria:

- You have established your legal residence (domicile) in North Carolina
- You have maintained that domicile for at least 12 consecutive months before the beginning of the term
- You have a residentiary presence in the state
- You intend to make North Carolina your permanent home indefinitely (rather than being in North Carolina solely to attend college)

Persons not meeting the 12-month legal residence requirement may be classified as North Carolina residents for tuition purposes only if they fall within one of the limited "exception" categories authorized by the North Carolina Legislature. All others are ineligible for classification as a North Carolina "resident for tuition purposes" and will be charged out-of-state tuition and not be given consideration for state financial aid. To learn more about residency and to complete a determination, go to [www.NCresidency.org](http://www.NCresidency.org)

### **Veteran's Choice Act**

To qualify for the in-state tuition under the Veterans Choice Act, the student must be using either Post 9/11 (Chapter 33) or Montgomery GI Bill® (Chapter 30) education benefits or MGIB-R (Chapter 1606) or Dependents Education Assistance (Chapter 35). More information on the Veterans Choice Act can be found at Military Student Services: <https://www.wcu.edu/learn/academic-services/military-student-services/>

### **Veterans Assistance**

#### **Department of Veterans Affairs (VA) Educational Benefits**

Western Carolina University is approved under the provisions of Title 38 United States Code, Chapter 36, to receive and process VA education benefits. Persons eligible and entitled under provisions of Chapters 30, 31, 33, 35 and Sections 901 and 903, and Title 10 United States Code, Chapters 1606 may enroll in programs approved by the North Carolina State Approving Agency. All inquiries concerning Veterans Affairs educational benefits should be addressed to the VA Certifying Official, Military Student Services, 138 Camp Building, Western Carolina University, Cullowhee, North Carolina 28723, telephone (828) 227-3074/2135.

## **Veterans Administration Programs**

The regulations for VA benefits are complex and vary based on many different factors. For general information, please visit [military.wcu.edu](http://military.wcu.edu). Contact the VA directly for information on your specific benefits. 1.888.442.4551 or [vets.gov](http://vets.gov).

## **Vocational Rehabilitation Assistance**

Assistance covering fees, books, and supplies is provided. To be eligible, an individual must have a disability that interferes with employment; show reasonable promise of becoming suitably employed within an acceptable period; and be of, or close to, working age. Further information can be obtained from local Vocational Rehabilitation offices or at <https://www.benefits.va.gov/vocrehab/index.asp>.

## **North Carolina Veterans Affairs**

The NC Department of Veterans Affairs offers a scholarship to children of disabled veterans. Visit <https://www.milvets.nc.gov/services/scholarships> for more information and to apply.

## **Kendall W. King Scholarship Fund**

The purpose of this scholarship fund is to provide financial support for worthy and deserving international students. Undergraduate and graduate students currently enrolled at Western Carolina University are eligible for the award. Contact the *Office of Global Engagement* for more information.

## **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. Award amount is generally \$700. Application forms are available in the *College of Education and Allied Professions*. Deadline is December 1.

## **The Otto H. Spilker Endowed Scholarship**

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

## **The Staff Forum Scholarship Fund**

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

## **Other Scholarship Opportunities**

Please see the *Scholarship* website for a complete list of possible scholarship opportunities.

## Financial Aid

The Financial Aid Office administers programs that assist students in meeting educational costs while attending Western Carolina University. Offers are based on both need and academic eligibility. Applications for consideration of eligibility are filed annually at no cost to the student and family. Students interested in applying for financial aid must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA must be submitted as soon as possible after October 1 of each year preceding the student's enrollment. The FAFSA can be accessed online at [www.fafsa.gov](http://www.fafsa.gov). Use School Code 002981 to indicate Western Carolina University as a recipient of the information. The application should be completed as accurately as possible and should conform to income tax information since discrepancies require the resubmission of information and consequent delay. The receipt of FAFSA information generally completes the application process, provided applicants are not selected for verification, which requires additional documents. Since the most attractive sources of financial assistance are very limited, applicants are encouraged to complete the FAFSA by the institutional priority date of January 2. Failure to complete the application may result in the loss of institutional grants or scholarships. Federal guidelines regarding student financial aid require that a recipient be making "*satisfactory academic progress*" toward a degree. A student must be progressing both qualitatively and quantitatively toward graduation within a prescribed time frame. To comply with these guidelines, Western Carolina University has defined minimum satisfactory academic progress for a full-time undergraduate student to remain eligible for financial aid per the following criteria:

- All graduate students must complete (earn) at least 67 percent of all semester hours attempted at Western Carolina University
- Students must maintain a cumulative GPA of 3.00

## Maximum Time Frame

A student cannot receive any financial aid funding after he or she has attempted 150 percent of the hours required to earn a degree. All attempted hours are counted, whether or not financial aid was received or the coursework was successfully completed. All students have the right to appeal, please contact the Office of Financial Aid for appeal forms and additional information.

## Return of Title IV

Students who receive federal Title IV financial aid and withdraw from all classes officially or unofficially are subject to federal Return of Title IV regulations. Federal Title IV programs include Federal Pell Grant, Federal Direct Loans, Federal Supplemental Educational Opportunity Grant (FSEOG), and Federal TEACH Grant.

**Official Withdrawal:** A student is considered officially withdrawn when they follow the term withdrawal procedures through the [Office of Student Retention](#). The student's withdrawal date is the date the student initiates the official withdrawal process. The last date of attendance is the date used to calculate the Return of Title IV aid. (See *Term Withdrawal* under *Academic Regulations* section.)

**Unofficial Withdrawal:** Students who cease attendance and receive grades of F in all classes, or a combination of Fs and any of the following grades in all classes for the semester-WF, I, IP, U, W-are considered unofficially withdrawn. The determination that a student has unofficially withdrawn is made after grades are posted at the end of the term. The withdrawal date for unofficially withdrawn students is

the latest reported date of attendance or academic activity, as reported by the student's instructor(s).

The Federal "Return of Title IV Funds" legislation requires that when a student completely withdraws on or before completing 60% of the term measured in calendar days, the amount of financial aid (federal grants and loans) earned must be calculated based on the student's last date of attendance. Students must repay the difference between the total Return of Title IV Funds disbursed and the percentage of funds earned based on this calculation.

## **Types of Aid**

Three principal types of aid are available:

1. Grants and scholarships, which do not have to be repaid
2. Loans, usually long-term and low-interest, are to be repaid after the student leaves college or drops below half-time enrollment and
3. Work-study.

## **Grants and Scholarships**

### **Grants**

Eligibility for federal, state, and institutional grants is based on financial need as determined by a formula of the US. Department of Education that is applied uniformly to all applicants. Students who complete the Free Application for Federal Student Aid (FAFSA) are considered for grant eligibility.

### **Federal Pell Grant**

Offered to undergraduate students who have exceptional financial need, as determined by the FAFSA, and who have not earned a bachelor's or graduate degree. Federal Pell Grant lifetime eligibility is limited to 12 semesters or the equivalent.

### **WCU Grant**

Offered to students with need. Offers dependent on the availability of funds.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Awarded to undergraduate students, enrolled full-time, who have exceptional financial need, and who have not earned a bachelor's or graduate degree. Federal Pell Grant recipients, with a 0 EFC (Expected Family Contribution), receive priority. Offer dependent on the availability of funds.

### **NC Tuition Grant**

Offered to undergraduate students, enrolled full-time, who have exceptional financial need, and who have not earned a bachelor's or graduate degree. Federal Pell Grant recipients receive priority. Offered to NC Residents only. Offer dependent on the availability of funds. To establish and retain eligibility for North



Carolina State grants, students must obtain and maintain North Carolina residency, as determined by the state of North Carolina. Offer amount is subject to change based on eligibility.

### **NC Scholarship**

Offer is based on \$75,000 adjusted gross income and EFC less than \$8,000 (as determined by FAFSA). Offered to NC residents only. To establish and retain eligibility for North Carolina State grants, students must obtain and maintain North Carolina residency, as determined by the state of North Carolina. The award amount is subject to change based on eligibility.

### **UNC Campus Scholarships for Native Americans**

Under this Board of Governors program, North Carolina residents demonstrating need, who are also Native Americans enrolled in a tribe recognized by North Carolina, are eligible. All applicants must apply for financial assistance by completing the Free Application for Federal Student Aid (FAFSA).

### **Iraq and Afghanistan Service Grant**

You may be eligible for the Iraq and Afghanistan Service Grant if:

- You are not eligible for a Federal Pell Grant based on your Expected Family Contribution (EFC) but
- Meet the remaining Federal Pell Grant eligibility requirements, and
- Your parent or guardian was a member of the U.S. armed forces and died as a result of military service performed in Iraq or Afghanistan after the events of 9/11, and
- You were under 24 years old or enrolled in college at least part-time at the time of your parent's or guardian's death.

### **Children of Fallen Heroes Grant**

You may be eligible for the Children of Fallen Heroes Grant if:

- You were under the age of 24 and enrolled in a higher education program at the time of a parent/guardian death
- Parent/guardian was either a firefighter, police officer, member of a rescue squad or ambulance crew, an employee of a state, local, or tribal emergency management or civil defense agency, an employee of the Federal Emergency Management Agency (FEMA), an individual serving a public agency in an official capacity, such as a law enforcement officer, firefighter, or chaplain
- You are eligible for a Federal Pell Grant based on your Expected Family Contribution (EFC).

### **Teacher Education Assistance for College and Higher Education (TEACH) Grant**

The Teacher Education Assistance for College and Higher Education (TEACH) Grant is offered to students seeking to become teachers in a high-need field in a low-income area. A TEACH Grant is different from other federal student grants because TEACH requires students to agree to complete four years of qualifying teaching as a condition for receiving the grant. If a student does not complete their

teaching service obligation, the grant will turn into a loan that the student must repay in full, with interest. You may be eligible for a TEACH Grant if:

- For undergraduate, postbaccalaureate, or graduate students who are enrolled in programs designed to prepare them to teach in a high-need field at the elementary or secondary school level.
- Must agree to serve for a minimum of four years (within eight years of completing or ceasing enrollment in the program for which the student received the grant funds) as a full-time teacher in a high-need field in a school or educational service agency that serves low-income students.
- Must attend a participating school and meet certain academic achievement requirements.
- Failure to complete the teaching service commitment will result in the grant being converted to a Direct Unsubsidized Loan that must be repaid.

## **UNC Campus Scholarship**

The UNC Campus Scholarship advances the academic benefits of a diverse student body. These limited funds are awarded to North Carolina residents who demonstrate financial need and who would bring an element of diversity to Western Carolina University's campus environment. All applicants must apply for financial assistance by completing the Free Application for Federal Student Aid (FAFSA).

### **Applying for Scholarships**

Western Carolina University is proud to recognize many of the generous contributors who have funded endowed scholarships for deserving students. These scholarships have a wide variety of criteria including academic merit, financial need, program of study, county of residence, demonstrated leadership, community service, talent, or campus involvement. For a full scholarship listing, please visit [scholarships.wcu.edu](http://scholarships.wcu.edu)

To be considered for these scholarships, new and continuing students must submit an online scholarship application each year. The University Scholarship Committee works in conjunction with departmental scholarship committees to select scholarship recipients in the spring for the following academic year. To be considered for need-based scholarships, students must also submit the Free Application for Federal Student Aid (FAFSA) by the priority filing deadline and demonstrate financial need as determined by Federal Methodology.

## **Performance Scholarships**

Scholarships are available to students with demonstrated talent in the fine and performing arts or athletics. For more information about athletic scholarships, please contact the WCU Athletics Department. Scholarships for the performing arts are awarded by audition.

## **Loans**

### **Federal Student Loans**

Eligibility for federal loans is determined by a formula of the U.S. Department of Education that is applied uniformly to all applicants. Students who complete the Free Application for Federal Student Aid (FAFSA)

are considered for student loan eligibility. For a full federal student loan listing, please visit <https://studentaid.gov/understand-aid/types/loans>.

## **Private Student Loans**

These loans are non-federal loans, made by a lender such as a bank. For more information on private student loans, please visit <https://studentaid.gov/understand-aid/types/loans/federal-vs-private>.

## **Direct PLUS Loan for Parents and Graduate/Doctoral Students**

These loans provide funds to parents, graduate, and doctoral students to help meet the cost of education. You may borrow up to the cost of education minus other financial aid. Borrowers are subject to a credit check upon application. There is an origination fee with a variable interest rate. Interest starts accruing upon disbursement of funds. The repayment period begins at the time the PLUS loan is fully disbursed, and the first payment is due within 60 days after the final disbursement unless a deferment option is selected during application. For more information on Direct PLUS loans, please visit <https://studentaid.gov/understand-aid/types/loans/plus>.

## **Graduate Assistantships**

Teaching and research graduate assistantships are available to a limited number of qualified graduate students. Students should contact their graduate program director regarding assistantship opportunities. Consideration for possible appointment to an assistantship will be given after a decision has been made concerning admission to a graduate program. In order to be eligible for a graduate assistantship, a graduate student must be admitted in Regular Admission. Assistantship employment typically ranges from 10-20 hours per week and stipends vary by graduate program.

Students receiving an assistantship in the fall and/or spring terms must be registered for at least 9 graduate credit hours or at least 6 graduate credit hours during their graduation term.

Continuation of the assistantship appointment depends upon satisfactory performance of duties and upon satisfactory academic performance. Graduate assistants must maintain a minimum 3.0 cumulative GPA on all graduate coursework attempted in order to remain eligible for an assistantship.

A limited number of in-state and out-of-state tuition remissions are available; out-of-state remissions cover the difference between out-of-state tuition and in-state tuition only. In order to receive a tuition remission, a student must have an assistantship appointment. Additional financial assistance opportunities for graduate students can be found on the Financial Aid website and the Graduate School website.

## **Employment**

### **Federal Work-Study**

Offered to students with need. Students should answer 'yes' to the question on the FAFSA that asks, 'Are you interested in Work Study?' to be considered. If a student is not awarded Federal Work Study in their financial aid package, please contact the Financial Aid Office to be placed on the waitlist. Offer dependent on student eligibility and availability of funds.

## **Resident Assistants**

Positions as assistants in the residence halls are available to qualified undergraduate students. Contact the Department of Residential Living.

## **Other Part-time Work Opportunities (Non-Work Study)**

Assistance in finding part-time opportunities on- and off-campus is offered through Human Resources and Payroll. All non-work-study job opportunities on campus and some off-campus jobs are posted with Human Resources and Payroll. Students should check the online posted vacancies in Talent Management.

## **Special Assistance**

### **Veterans Administration Programs**

The regulations for VA benefits are complex and vary based on many different factors. For general information, contact the VA directly for information on your specific benefits. 1.888.442.4551 or [vets.gov](http://vets.gov)

### **Vocational Rehabilitation Assistance**

Assistance covering fees, books, and supplies is provided. To be eligible, an individual must have a disability that interferes with employment; show reasonable promise of becoming suitably employed within an acceptable period; and be of, or close to, working age. Further information can be obtained from local Vocational Rehabilitation offices.

### **North Carolina Veterans Affairs**

The NC Department of Veterans Affairs offers a scholarship to children of disabled veterans. Visit <https://www.milvets.nc.gov/services/scholarships> for more information and to apply.

## Graduate Programs

The following graduate degree and certificate programs are offered by Western Carolina University. Program-specific admission requirements are included within the program descriptions.

### **Academically or Intellectually Gifted (AIG), Post Baccalaureate Certificate**

This certificate program in AIG prepares people to become teachers of academically or intellectually gifted K-12 students. It is available to teachers already holding or eligible for a North Carolina teaching license in any area. The program is completely online with the exception of a one-week field experience associated with SPED 500 that takes place in the summer. Credits earned may be applied to the gifted concentration in the MAEd program in special education.

Admissions requirements include:

- Bachelor's degree from a regionally accredited institution
- 2.85 GPA
- Three letters of recommendation
- Acceptance into Western Carolina University's Graduate School

Successful completion leads to recommendation for a teaching license from the North Carolina Department of Public Instruction, pending completion of all state-mandated requirements.

#### Certificate Requirements

The program requires 12 credit hours and includes the following four courses.

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

### **Accountancy (M.Acc.)**

#### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, M.Acc. applicants must present a satisfactory score on the Graduate Management Admission Test (GMAT). A minimum score of 450 is recommended. A satisfactory Graduate Record Examinations (GRE) score may be accepted instead of the GMAT. The entrance examination requirement may be waived if:

- 1) the applicant has previously passed the Uniform CPA examination, or
- 2) the applicant has an undergraduate degree with a major in accounting from an AACSB-accredited institution having a cumulative undergraduate GPA of 3.00 or better and a GPA of 3.00 or better in the aggregate of intermediate financial accounting I, intermediate financial accounting II, cost accounting, and income tax accounting, or
- 3) the applicant holds a master's or terminal degree.

In addition, applicants must present an undergraduate GPA sufficient to demonstrate an acceptable probability of success in graduate level studies. Performance in prerequisite coursework will be considered in the decision process. A resume and three letters of recommendation are required, and personal interviews may be requested. Meeting these criteria does not guarantee acceptance. The program encourages applications from students with undergraduate degrees in accounting and also from those who have completed degrees in other fields.

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

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

#### **Accelerated Bachelor's/Master's (ABM) Track**

Undergraduate accounting majors may take a limited number of Master of Accountancy Program courses during their senior year under WCU's Accelerated Bachelor's to Master's (ABM) framework once they have met the following admission requirements:

- The student meets the current GMAT waiver policy consisting of a 3.00 GPA overall and a 3.00 GPA in the four prerequisite accounting courses (ACCT 351, 352, 355 and 356), as outlined in item 2) above.
- The student must have earned at least 75 student credit hours at the time of application consideration by the program.

Other parameters are as follows:

- The student must earn a B or better in each of the graduate courses as an ABM student in order for it to count toward their graduate degree.
- The student must earn an average 3.0 GPA in undergraduate courses taken as an ABM student to continue in the ABM track.
- Students may take up to 6 hours of graduate credit as an ABM student
- No credits will double count for both the undergraduate degree and the graduate degree
- Students are limited to 1 graduate class per semester unless approved by both the graduate program director and the student's undergraduate advisor

- Courses available to ABM students include:
  - ACCT 601 – Financial Analysis
  - ACCT 620 – Income Tax Theory and Application
  - ACCT 625 – Advanced Accounting Information Systems
  - ACCT 635 – Governmental and Nonprofit Accounting
  - ACCT 645 – Advanced Individual Taxation
  - ACCT 651 – Advanced Managerial Accounting
  - ACCT 683 – Accounting Internship
  - Other courses, as approved by the program director

### **Program Description**

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

Core Courses (18 hours):

- ACCT 605 - Accounting Theory and Research **Credits: 3**
- ACCT 615 - Accounting Theory and Practice **Credits: 3**
- ACCT 616 - Advanced Accounting Theory and Practice **Credits: 3**
- ACCT 620 - Income Tax Theory and Applications **Credits: 3**
- ACCT 625 - Advanced Accounting Information Systems **Credits: 3**
- ACCT 640 - Auditing **Credits: 3**

Other Elective Courses (12 hours):

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

Certificate in Project Management (12 hours):

The program leading to the M.Acc degree with a certificate in Project Management requires completion of the required courses (18 hours) and completion of the Project Management (Post Baccalaureate Certificate).

### **Addiction Studies Certificate Program (Post Baccalaureate Certificate)**

#### **Addiction Studies Certificate Program Description**

The Department of Social Work offers an Addiction Studies Certificate Program (12 credit hours) for students who are enrolled in the MSW, the M.S. in Clinical Mental Health Counseling program, or the

M.A. in Clinical Psychology at WCU. Courses may be applied towards licensure or certification in addictive disorder practice at a later date. Four courses (3 credit hours each) are taught as part of the Addiction Studies certificate program for a total of 12 credit hours.

In addition to the four required courses, other requirements include:

- Completion of the specialization field practicum or internship in an addictive disorder practice area. The MSW at WCU requires a field practicum (SOCW 686/687) or the M.S. in Clinical Mental Health Counseling program requires an internship (COUN 687).
- Clinical supervision from a North Carolina Addiction Specialists Professional Practice board certified clinical supervisor or certified clinical supervisor intern.

All students are expected to adhere to the technical and professional standards of the Social Work program. For the most up to date information regarding these standards, program suspension, and termination refer to the program's web site at the Master of Social Work Program website.

### **Certificate Program Admission Requirements**

In addition to Graduate School Admission Requirements for certificate programs, the Addiction Studies Certificate Program requires applicants to be currently enrolled in the Social Work (M.S.W), Clinical Mental Health Counseling, or Clinical Psychology programs at WCU.

Admission is not guaranteed. Contact the current Addiction Studies Coordinator to request admission to the Addiction Studies Certificate Program.

Courses in the certificate program are also open as elective courses to graduate students who are not in the certificate program providing there is space and they have taken the required prerequisite class.

#### **Required Courses**

- SOCW 520 - Addictions **Credits: 3**
- SOCW 522 - Methods of Addictive Disorder Treatment **Credits: 3**
- SOCW 524 - Cultural Humility in Addictive Disorder Treatment **Credits: 3**
- SOCW 525 - Science of Addiction **Credits: 3**

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

#### **Program Admission Requirements**

To be eligible for consideration the applicant should have an undergraduate grade point average of 3.00 (out of 4.00) or higher and an undergraduate degree (or equivalent) in Biology or related life science from an accredited College or University. Application materials: a statement including the names of two faculty whose research is of interest; three letters of reference; unofficial transcripts.

#### **Program Description**

The program for the M.S. degree in biology requires a minimum of 30 semester hours of graduate study, including three semesters of BIOL 696, one semester of BIOL 697 and a 6-hour thesis. An oral defense of the thesis is required.

#### **Courses**



19 hours of Biology or approved graduate classes related to the thesis

- BIOL 512 - Cellular and Molecular Immunology **Credits: 3**
- BIOL 513 - Principles of General Microbiology **Credits: 4**
- BIOL 514 - Methods of General Microbiology **Credits: 2**
- BIOL 515 - Plant Physiology **Credits: 3**
- BIOL 516 - Plant Molecular Biology **Credits: 3**
- BIOL 517 - Biochemistry **Credits: 3**
- BIOL 518 - Advanced Techniques in Microscopy **Credits: 4**
- BIOL 519 - Cell Biology **Credits: 3**
- BIOL 520 - Darwin's Origin of Species **Credits: 3**
- BIOL 522 - Forensic Biology **Credits: 4**
- BIOL 524 - Pharmacology **Credits: 3**
- BIOL 525 - Flora of the Southern Appalachians **Credits: 4**
- BIOL 533 - Ecological Co-Adaptations **Credits: 4**
- BIOL 534 - Terrestrial Landscape Ecology **Credits: 4**
- BIOL 535 - Aquatic Ecology **Credits: 4**
- BIOL 538 - Ecological Restoration **Credits: 3**
- BIOL 539 - Ecological Genetics **Credits: 3**
- BIOL 541 - Conservation Biology **Credits: 3**
- BIOL 553 - Principles of Systematics **Credits: 3**
- BIOL 555 - Vascular Plants **Credits: 4**
- BIOL 561 - Molecular Medicine **Credits: 3**
- BIOL 567 - Biostatistics **Credits: 3**
- BIOL 570 - Biology of Arthropods **Credits: 4**
- BIOL 571 - Animal Behavior **Credits: 4**
- BIOL 572 - Ornithology **Credits: 4**
- BIOL 573 - Microbial Ecology **Credits: 4**
- BIOL 574 - Virology **Credits: 4**
- BIOL 576 - Contemporary Fisheries **Credits: 4**
- BIOL 577 - Herpetology **Credits: 4**
- BIOL 578 - Parasitology **Credits: 3**
- BIOL 589 - Cooperative Education in Biology **Credits: 3, R6**
- BIOL 593 - Advanced Studies in Biology **Credits: 1-6, R12**
- BIOL 612 - Principles of Chemical Ecology **Credits: 3**
- BIOL 613 - Molecular Biology **Credits: 3**
- BIOL 614 - Principles of Chemical Ecology Laboratory **Credits: 2**
- BIOL 632 - Biogeography **Credits: 3**
- BIOL 636 - Physiological and Ecosystem Ecology **Credits: 4**
- BIOL 642 - Population and Community Ecology **Credits: 4**
- BIOL 643 - Evolutionary Processes **Credits: 3**
- BIOL 672 - Ichthyology **Credits: 4**
- BIOL 675 - Advanced Methods in Ecology and Evolution **Credits: 4**
- BIOL 693 - Topics in Biology **Credits: 1-6, R12**
- BIOL 694 - Topics in Biology **Credits: 1-6, R12**
- BIOL 799 - Continuing Research-Thesis Option **Credits: 1-6, R24**

## Other Requirements

3 hours of BIOL 696, 2 hours of BIOL 697, 6 hours of BIOL 699

- BIOL 696 - Seminar in Biology **Credits:** 1, R3
- BIOL 697 - Introduction to Graduate Studies in Biology **Credits:** 2
- BIOL 699 - Thesis **Credits:** 1-6, R12

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

### Program Description

The program leading to the Master of Business Administration degree requires the completion of 36 semester hours at the graduate level. A minimum average GPA of 3.0 must be met in all MBA core courses to satisfy degree requirements.

The curriculum focuses on the unique challenges in our regional economy, the need for global competitiveness, and the application of knowledge. The program consists of a 27 hour core and nine hours of electives. With advisor approval, the nine hours of electives can be chosen such that a specialized concentration is developed. Electives may be taken from the following programs: project management, sports management and entrepreneurship. Other elective options are available with advisor approval.

### Program Admission Requirements

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

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

### MBA Core (27 hours)

- MBA 623 - Accounting: Understanding Performance & Informing Decisions **Credits:** 3

- MBA 625 - Applied Business Economics **Credits: 3**
- MBA 627 - Applied Business Analytics **Credits: 3**
- MBA 631 - Human Resource Management **Credits: 3**
- MBA 635 - Managing Value-Creating Business Operations **Credits: 3**
- MBA 637 - Financial Management and Valuation **Credits: 3**
- MBA 639 - Systems for Competitive Advantage **Credits: 3**
- MBA 641 - Marketing Management **Credits: 3**
- MBA 643 - Integrative Strategic Management **Credits: 3**

#### Electives

Nine (9) hours of electives. Students may select courses from graduate business offerings as approved by the graduate program directors to satisfy the remaining number of elective hours. These approved electives are to be taken from Project Management Certificate (PMC), Masters in Sports Management (SM), Masters in Entrepreneurship (ENT) and Masters in Accounting (ACCT). Courses in other areas can be used as elective credit with approval from the program director.

#### **Certificate in Technical and Professional Writing**

The **Post-Baccalaureate Certificate in Technical and Professional Writing** is designed for students seeking advanced preparation for technical and professional writing careers in fields that regularly recruit new writers, editors, publishing assistants, or promotional talents. The program is especially targeted to those who are already working and wish to strengthen their technical and professional writing skills, learn about new media and how it affects communication and excel in writing across disciplines. The Certificate is ideal for those who are looking to advance in their current position, learn new skills, or change careers. It leads to a Certificate awarded by the Graduate School and a designation on the official transcript. Should students wish to pursue a graduate degree, the courses in the Certificate can be applied toward a MA in English.

The program requires 15 hours of course work.

#### Admission Requirements:

Admission requirements are the same as Graduate School Admission Requirements. Students must apply and be accepted into the certificate program in order for the Certificate to be conferred upon completion of coursework.

#### Required Courses (6 hours):

- ENGL 605 - Advanced Issues in Technical and Professional Writing **Credits: 3**
- ENGL 607 - Technical and Professional Editing **Credits: 3**

#### Technical and Professional Writing Courses (9 hours):

- ENGL 589 - Co-op: Writing and Editing **Credits: 3, R6**
- ENGL 603 - Proposal and Grant Writing **Credits: 3**
- ENGL 604 - Writing for Electronic Environments **Credits: 3**
- ENGL 618 - Research Methods in English **Credits: 3**

- ENGL 693 - Special Topics in English **Credits: 3, R6**

\*ENGL 613 and ENGL 693 count towards the Certificate only when the special focus of the class in that semester is related to technical/professional writing. See Graduate Program Director in English to verify applicability in any given semester.

## Chemistry (M.S.)

### Program Admission Requirements

In addition to the Graduate School Admission Requirements, applicants must have achieved an average grade of B or higher as defined by the major department in junior/senior-level undergraduate courses in the major. A personal interview may be requested.

Also required are three recommendations from current or former instructors or employers who are in a position to judge the applicant's aptitude for graduate study. A 1-2 page goal statement outlining the applicant's research experience, motivation for graduate studies, career goals and research interests at WCU is also required. The use of specific examples in the goal statement is encouraged.

In accordance with the Honors College Graduate Advantage, the Department of Chemistry and Physics offers guaranteed admission to the M.S. chemistry program for Honors College students completing a B.S. degree in chemistry at WCU. Applicants must submit an online application and the application fee to the Graduate School, but the goal statement and letters of recommendation are waived. Admission conditions include fulfillment of the WCU B.S. chemistry degree requirements and completion of all Honors College requirements. Other conditions may apply. Acceptance of an offer of admission must be made no later than March 30th for fall admission or November 30th for spring admission.

### Program Description

The program for the MS degree in chemistry requires a minimum of 30 semester hours of graduate study. At least one half of the coursework must be from those courses numbered 600 or above. For the comprehensive and environmental concentrations, an oral defense of both an approved thesis abstract and final thesis are required, as specified by the Department of Chemistry and Physics.

Comprehensive Chemistry Concentration (30 hours)

Required Courses (12 hours)

- 3 hours of  
• CHEM 596 - Seminar in Chemistry **Credits: 1**  
or
- CHEM 696 - Seminar in Chemistry **Credits: 1, R3**  
6 hours of
- CHEM 698 - Research in Chemistry **Credits: 1-3, R15**  
3 hours of
- CHEM 699 - Thesis **Credits: 3, R9**

Group A (3 hours)

3 hours selected from the following courses:

- CHEM 521 - Advanced Inorganic Chemistry **Credits: 3**

- CHEM 522 - Organometallics **Credits:** 3
- CHEM 540 - Synthetic Organic Chemistry **Credits:** 3
- CHEM 541 - Physical Organic Chemistry **Credits:** 3
- CHEM 550 - Advanced Biochemistry **Credits:** 3
- CHEM 563 - Molecular Biotechnology **Credits:** 3
- CHEM 571 - Inorganic Syntheses **Credits:** 1
- CHEM 572 - Organic Syntheses **Credits:** 1
- CHEM 575 - Biochemistry Laboratory **Credits:** 1
- CHEM 621 - Graduate Inorganic Chemistry **Credits:** 3
- CHEM 692 - Topics in Inorganic Chemistry **Credits:** 3, R6
- CHEM 694 - Topics in Organic Chemistry **Credits:** 3, R6

#### Group B (3 hours)

3 hours selected from the following courses:

- CHEM 535 - Instrumental Analysis II **Credits:** 3
- CHEM 545 - Structural Determination **Credits:** 3
- CHEM 553 - Physical Chemistry: Quantum Chemistry and Spectroscopy **Credits:** 3
- CHEM 560 - Forensic Toxicology **Credits:** 4
- CHEM 565 - Forensic Chemistry **Credits:** 4
- CHEM 573 - Quantum Chemistry and Spectroscopy Laboratory **Credits:** 1
- CHEM 652 - Graduate Physical Chemistry **Credits:** 3
- CHEM 693 - Topics in Analytical Chemistry **Credits:** 3, R6
- CHEM 695 - Topics in Physical Chemistry **Credits:** 3, R6

#### Electives (12 hours)

Take 12 additional hours selected from courses in Group A and/or B, courses listed below or courses approved by the student's thesis research advisory committee.

- CHEM 542 - Introduction to Organic Polymers **Credits:** 3
- CHEM 554 - Computer Interfacing **Credits:** 3
- CHEM 555 - Chemometrics **Credits:** 3
- CHEM 561 - Environmental Chemistry **Credits:** 3
- CHEM 562 - Molecular Bioinformatics **Credits:** 3
- CHEM 564 - Genomics **Credits:** 3
- CHEM 567 - Nanomaterials: Fundamentals and Applications **Credits:** 3
- CHEM 593 - Topics in Chemistry **Credits:** 1-3 Lecture, 0-3 Lab, or seminar
- CHEM 691 - Topics in Chemical Education **Credits:** 1-3, R9

#### Environmental Chemistry Concentration (30 hours)

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 (15 hours)

- CHEM 561 - Environmental Chemistry **Credits: 3**  
3 hours of
- CHEM 596 - Seminar in Chemistry **Credits: 1**  
or
- CHEM 696 - Seminar in Chemistry **Credits: 1, R3**  
6 hours of
- CHEM 698 - Research in Chemistry **Credits: 1-3, R15**  
3 hours of
- CHEM 699 - Thesis **Credits: 3, R9**

### Electives (15 hours)

6 hours of environmentally related courses approved by the student's thesis research advisory committee; and 9 hours selected from the following courses or approved by the student's thesis research advisory committee:

- CHEM 521 - Advanced Inorganic Chemistry **Credits: 3**
- CHEM 522 - Organometallics **Credits: 3**
- CHEM 535 - Instrumental Analysis II **Credits: 3**
- CHEM 540 - Synthetic Organic Chemistry **Credits: 3**
- CHEM 541 - Physical Organic Chemistry **Credits: 3**
- CHEM 542 - Introduction to Organic Polymers **Credits: 3**
- CHEM 545 - Structural Determination **Credits: 3**
- CHEM 550 - Advanced Biochemistry **Credits: 3**
- CHEM 553 - Physical Chemistry: Quantum Chemistry and Spectroscopy **Credits: 3**
- CHEM 554 - Computer Interfacing **Credits: 3**
- CHEM 555 - Chemometrics **Credits: 3**
- CHEM 560 - Forensic Toxicology **Credits: 4**
- CHEM 562 - Molecular Bioinformatics **Credits: 3**
- CHEM 563 - Molecular Biotechnology **Credits: 3**
- CHEM 564 - Genomics **Credits: 3**
- CHEM 565 - Forensic Chemistry **Credits: 4**
- CHEM 567 - Nanomaterials: Fundamentals and Applications **Credits: 3**
- CHEM 571 - Inorganic Syntheses **Credits: 1**
- CHEM 572 - Organic Syntheses **Credits: 1**
- CHEM 573 - Quantum Chemistry and Spectroscopy Laboratory **Credits: 1**
- CHEM 575 - Biochemistry Laboratory **Credits: 1**
- CHEM 593 - Topics in Chemistry **Credits: 1-3 Lecture, 0-3 Lab, or seminar**
- CHEM 621 - Graduate Inorganic Chemistry **Credits: 3**
- CHEM 652 - Graduate Physical Chemistry **Credits: 3**
- CHEM 691 - Topics in Chemical Education **Credits: 1-3, R9**
- CHEM 692 - Topics in Inorganic Chemistry **Credits: 3, R6**
- CHEM 693 - Topics in Analytical Chemistry **Credits: 3, R6**
- CHEM 694 - Topics in Organic Chemistry **Credits: 3, R6**
- CHEM 695 - Topics in Physical Chemistry **Credits: 3, R6**

### Professional Science Concentration (30 hours)

The program for the M.S. in Chemistry with a Professional Science Concentration requires a minimum of 30 semester hours of graduate study, including an internship or applied project as specified by the Department of Chemistry and Physics. Students will choose one of three professional "tracks" that share a common science core.

### Science Core (21 hours)

15 hours of chemistry courses or courses approved by an advisory committee that are related to the student's career goals and are numbered 500-level or above. The following courses cannot be used to fulfill this requirement: CHEM 689, CHEM 696, CHEM 697, CHEM 698, CHEM 699, CHEM 779 and CHEM 799.

AND 6 hours of

- CHEM 689 - Cooperative Education in Chemistry **Credits: 6, R6**  
Students are required to work a minimum of 120 hours to satisfy the 6 credit hour internship requirement. The scheduling and duration must be negotiated and approved by the student, the student's faculty advisor, and the internship supervisor.  
OR 6 hours of
- CHEM 697 - Non-thesis Research in Chemistry **Credits: 1-3**

### Professional Tracks (9 hours)

9 hours selected from one of the following tracks:

#### Executive

- ENT 610 - Entrepreneurial Creation **Credits: 3**
- MBA 621 - Leadership and Ethics **Credits: 3**
- MBA 629 - Organizational Behavior **Credits: 3**
- MBA 635 - Managing Value-Creating Business Operations **Credits: 3**

#### Technology

- ENT 601 - Entrepreneurial Innovation **Credits: 3**
- ENT 610 - Entrepreneurial Creation **Credits: 3**
- MBA 627 - Applied Business Analytics **Credits: 3**
- MBA 639 - Systems for Competitive Advantage **Credits: 3**

#### Financial

- MBA 623 - Accounting: Understanding Performance & Informing Decisions **Credits: 3**
- MBA 625 - Applied Business Economics **Credits: 3**
- MBA 627 - Applied Business Analytics **Credits: 3**
- MBA 637 - Financial Management and Valuation **Credits: 3**

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

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

Required (6 hours)

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

Electives

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

- ANTH 573 - Contemporary Cherokee Culture and Society **Credits: 3**
- ENGL 564 - Native American Literature **Credits: 3**
- HIST 545 - Cherokee History **Credits: 3**

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

#### **Program Admission Requirements**

Applicants are required to complete the WCU Graduate School application. In addition to the Graduate School Admission Requirements, applicants must have a minimum cumulative undergraduate GPA of 3.0 (4.0 scale). Also required are three professional recommendations from persons in a position to judge the applicant's aptitude for graduate study and/or the profession of speech-language pathology. A personal interview may be requested. Applicants not meeting minimum requirements may be considered for conditional admission on a case-by-case basis. Students must be accepted into the program to enroll in required courses.

#### **Program Description**

The Master of Science in Communication Sciences and Disorders program requires a minimum of 63 credit hours of graduate study, earned through the completion of 48 credit hours of academic coursework (45 credit hours of required courses, 3 credit hours of electives) and 15 credit hours of clinical coursework. (CSD graduate students are exempt from the standard course load limit and may enroll in a maximum of 19 credit hours per term.) In addition, a minimum of 375 clock hours of supervised clinical experience obtained at on- and off-campus locations must be completed while the applicant is enrolled in the program.

In addition to the academic and clinical requirements, students are expected to adhere to the technical and professional standards of the program. For the most up to date information on requirements for program continuation; professional and technical standards; program suspension refer to the CSD program's website.

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.

#### **Degree Requirements**

The Master of Science in Communication Sciences and Disorders program requires a minimum of 63 credit hours of graduate study consisting of required courses, elective courses, clinical practica, and prerequisite courses (if needed).



## Course Requirements (45 hours)

Graduate students are required to complete 45 credit hours of academic coursework consisting of the following 15 courses completed across a minimum of five semesters.

- CSD 620 - Infant Toddler Communication **Credits: 3**
- CSD 622 - Cognitive-Communication Disorders **Credits: 3**
- CSD 630 - Professional Issues in Communication Sciences and Disorders **Credits: 3**
- CSD 640 - Voice and Resonance Disorders **Credits: 3**
- CSD 642 - Research in Communication Disorders **Credits: 3**
- CSD 648 - Language Disorders - School Age **Credits: 3**
- CSD 662 - Articulation and Phonological Disorders **Credits: 3**
- CSD 664 - Culturally Responsive Practice in CSD **Credits: 3**
- CSD 668 - Language Disorders-Preschool **Credits: 3**
- CSD 670 - Fluency Disorders **Credits: 3**
- CSD 672 - Language Disorders in Adults **Credits: 3**
- CSD 673 - Neurogenic Speech Disorders **Credits: 3**
- CSD 677 - Dysphagia: Swallowing and Pediatric Feeding Disorders **Credits: 3**
- CSD 678 - AAC Assessment and Intervention **Credits: 3**
- CSD 681 - Master's Capstone Project **Credits: 3**

## Elective Requirements (3 hours)

Enrollment in at least one 3-credit hour elective is required. This may be an academic course or guided research (e.g., thesis); other experiences may be discussed with the Department Head for consideration. Electives taken outside of CSD may require Department Head approval.

## Clinical Requirements (15 hours)

Graduate students are required to enroll in CSD 683: Clinical Practicum in Communication Sciences and Disorders each semester. Graduate students are not permitted to enroll in more than one section of clinic per semester, and the 9-week summer semester is treated as one semester. The total number of credit hours required for graduation is 15.

- CSD 683 - Clinical Practicum **Credits: 1-3, R15**

## Prerequisites

The following courses or their equivalent are required if not completed previously at the bachelor's level: CSD 301: Speech-Language Development, CSD 370: Phonetics, CSD 372: Speech Sciences and Acoustics, CSD 380: Anatomy and Physiology of the Speech Mechanism, CSD 450: Introduction to Audiology, and CSD 472: Aural Rehabilitation.

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

## Program Admission Requirements

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

### **Program Description**

The Master of Construction Management degree program is an online, World Wide Web-based program designed primarily to assist those involved with managing construction projects. The degree program requires 30 semester hours, consisting of the following online and web-based courses. The degree consists of 18 core credit hours and 12 elective hours.

Core requirements (18 hours):

- CM 503 - Sustainability in Construction **Credits: 3**
- CM 552 - Leadership in Construction Management **Credits: 3**
- CM 600 - Advanced Construction Finance **Credits: 3**
- CM 630 - Advanced Legal Issues in Construction **Credits: 3**
- CM 649 - Computer Applications in Construction **Credits: 3**
- CM 653 - Research Methods in Construction **Credits: 3**

Construction Management Electives (12 hours required from the following courses)

- CM 542 - Construction Estimating **Credits: 3**
- CM 562 - Construction Scheduling **Credits: 3**
- CM 611 - Advanced Materials and Methods **Credits: 3**
- CM 621 - Construction Operations and Safety **Credits: 3**
- CM 650 - Project Management Systems **Credits: 3**
- CM 655 - Advanced Topics in Construction **Credits: 3**
- CM 656 - Construction Forensics **Credits: 3**
- CM 657 - Construction Best Practices **Credits: 3**
- CM 660 - Land Development I **Credits: 3**
- CM 688 - Directed Project **Credits: 1-3, R6**
- PMC 610 - Project Initiation and Planning **Credits: 3**
- PMC 620 - Project Execution and Closeout **Credits: 3**
- PMC 630 - The Project Manager and People Skills **Credits: 3**
- PMC 640 - Managing Project Teams **Credits: 3**

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

#### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, applicants must submit a personal goal statement, education and work history resume, three recommendations from academic and/or employment sources, and at least one of the following:

- Bachelor's degree overall GPA of 3.0 or higher
- Master's degree
- GRE scores of at least 150 on Verbal or Quantitative and 4.0 on Analytical Writing

## Program Description

The program leading to the M.S. degree in clinical mental health counseling requires a minimum of 60 semester hours of graduate study.

**Program Requirement:** Any student receiving a final grade of “C” in two courses will be dismissed from the Counseling program. This standard supersedes the WCU Graduate School standard.

**Program Requirement:** Any student receiving a final grade of “C” in COUN 605: The Helping Relationship must re-take that course to earn a minimum final grade of “B.”

### Professional Core (30 hours)

- COUN 500 - Comprehensive Examination **Credits:** 0, R0
- COUN 605 - The Helping Relationship **Credits:** 3, R6
- COUN 610 - Family Counseling **Credits:** 3
- COUN 615 - Cross-cultural Counseling **Credits:** 3
- COUN 625 - Developmental Perspectives of Counseling **Credits:** 3
- COUN 630 - Theories and Techniques of Counseling **Credits:** 3
- COUN 635 - Group Methods in Counseling **Credits:** 3
- COUN 640 - Assessment in Counseling **Credits:** 3
- COUN 650 - Career Development **Credits:** 3
- COUN 667 - The DSM and Effective Treatment Planning in Counseling **Credits:** 3
- COUN 670 - Research in Counseling **Credits:** 3
- or EDRS 602 - Methods of Research **Credits:** 3

### Specialty Requirements (30 hours)

#### 9 hours guided electives

- COUN 602 - Professional and Ethical Issues in Counseling **Credits:** 3
  - COUN 617 - Addictions Counseling **Credits:** 3
  - or
  - SOCW 520 - Addictions **Credits:** 3
  - COUN 623 - Introduction to Clinical Mental Health Counseling **Credits:** 3
  - COUN 633 - Crisis Intervention and Trauma Therapy **Credits:** 3
  - COUN 686 - Practicum in Counseling **Credits:** 3
  - COUN 687 - Internship in Counseling **Credits:** 3 or 6, R6
- Student must complete a total of 6 credit hours of COUN 687.

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

**Program Admission Requirements:** In addition to the Graduate School Admission Requirements, applicants must submit a personal goal statement, education and work history resume, three recommendations from academic and/or employment sources, and at least one of the following:

- Bachelor's degree overall GPA of 3.0 or higher
- Master's degree
- GRE scores of at least 150 on Verbal or Quantitative and 4.0 on Analytical

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

**Program Requirement:** Any student receiving a final grade of “C” in two courses will be dismissed from the Counseling program. This standard supersedes the WCU Graduate School standard.

**Program Requirement:** Any student receiving a final grade of “C” in COUN 605: The Helping Relationship must re-take that course to earn a minimum final grade of “B.”

#### Professional Core (30 hours)

- COUN 500 - Comprehensive Examination **Credits:** 0, R0
- COUN 605 - The Helping Relationship **Credits:** 3, R6
- COUN 610 - Family Counseling **Credits:** 3
- COUN 615 - Cross-cultural Counseling **Credits:** 3
- COUN 625 - Developmental Perspectives of Counseling **Credits:** 3
- COUN 630 - Theories and Techniques of Counseling **Credits:** 3
- COUN 635 - Group Methods in Counseling **Credits:** 3
- COUN 640 - Assessment in Counseling **Credits:** 3
- COUN 650 - Career Development **Credits:** 3
- COUN 667 - The DSM and Effective Treatment Planning in Counseling **Credits:** 3  
Including one of the following courses:
- COUN 670 - Research in Counseling **Credits:** 3
- or EDRS 602 - Methods of Research **Credits:** 3

#### Specialty Requirements (30 hours)

##### 3 hours guided electives

- COUN 602 - Professional and Ethical Issues in Counseling **Credits:** 3
- COUN 617 - Addictions Counseling **Credits:** 3
- COUN 620 - Counseling Children and Adolescents **Credits:** 3
- COUN 633 - Crisis Intervention and Trauma Therapy **Credits:** 3
- COUN 645 - Leadership and Advocacy in Counseling **Credits:** 3
- COUN 660 - School Counseling Program Development **Credits:** 3
- COUN 686 - Practicum in Counseling **Credits:** 3
- COUN 687 - Internship in Counseling **Credits:** 3 or 6, R6  
Student must complete a total of 6 credit hours of COUN 687.

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

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

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

#### Required Courses:

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

#### Elective Courses:

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

### **Doctor of Nursing Practice - Psychiatric Mental Health Nurse Practitioner (DNP-PMHNP)**

The purpose of the Psychiatric-Mental Health Nurse Practitioner (PMH NP) BSN to DNP program is to prepare professional nurses as safe and competent advance practice providers of psychiatric and mental health services. Graduates of this DNP program will earn a Doctor of Nursing Practice (DNP) degree. Upon completing all required courses, students are eligible to apply and sit for the PMH NP certification exam given by the American Nurses Credentialing Center (ANCC).

#### Required Courses

The courses listed below are required for the DNP-PMHNP program. Please refer to the full-time and part-time semester plans for the sequencing of the courses.

- NSG 801 - Essentials of Academic Writing **Credits: 1**
- NSG 802 - Community Epidemiology **Credits: 3**
- NSG 811 - Advanced Pathophysiology for Nurse Practitioners **Credits: 3**
- NSG 812 - Advanced Health Physical Assessment and Diagnostics **Credits: 3**
- NSG 814 - Foundations and Applications of Evidence-Based Practice **Credits: 3**
- NSG 817 - Applied Biostatistics **Credits: 3**
- NSG 819 - Advanced Pharmacology for Nurse Practitioners **Credits: 3**
- NSG 822 - Health Care Policy and Ethics **Credits: 3**
- NSG 823 - Economic and Financial Aspects of Healthcare Systems **Credits: 3**
- NSG 826 - Leadership and Health Care Systems **Credits: 3**
- NSG 833 - Foundations for Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice **Credits: 3**
- NSG 834 - Advanced Applied Health Assessment and Promotion **Credits: 2**
- NSG 835 - Neurophysiology and Genomics Relevant to Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice **Credits: 3**
- NSG 836 - Advanced Psychiatric Mental Health Assessment and Diagnostic Reasoning Across the Lifespan **Credits: 3**
- NSG 837 - Psychopharmacology for Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice **Credits: 3**
- NSG 838 - Psychiatric Therapies for the Psychiatric Mental Health Nurse Practitioner (PMHNP) **Credits: 3**

- NSG 839 - Clinical Application: Psychiatric Therapies for the Psychiatric Mental Health Nurse Practitioner (PMHNP) **Credits: 2**
- NSG 844 - Evidence-based Management of Adults and Older Adults with Mental Health Disorders **Credits: 3**
- NSG 845 - Clinical Application: Evidence-based Management of Adults and Older Adults with Mental Health Disorders **Credits: 3**
- NSG 846 - Evidence-based Management of Children and Adolescents with Mental Health Disorders **Credits: 3**
- NSG 847 - Clinical Application: Evidence-based Management of Children and Adolescents with Mental Health Disorders **Credits: 3**
- NSG 848 - Rural Practice Development, and Psychiatric Care of Culturally Diverse Populations **Credits: 3**
- NSG 911 - Evidenced Based Management of Complex Mental Health and Substance Use Disorders Across the Lifespan **Credits: 3**
- NSG 912 - Clinical Application: Evidenced Based Management of Complex Mental Health and Substance Use Disorders Across the Life Span **Credits: 3**
- NSG 913 - DNP Clinical Residency **Credits: 1-4, R8**
- NSG 916 - DNP Scholarly Project **Credits: 1-2, R6**

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

### **Program Description**

The program leading to the M.A.Ed. degree in comprehensive education requires a minimum of 30-36 semester hours of graduate study consisting of a professional core of 12 semester hours and a concentration of 18-24 hours. Unless noted otherwise, each of the concentrations leads to a recommendation for Advanced Competencies licensure from the North Carolina Department of Public Instruction. For all concentrations leading to Advanced Competencies Licensure, all candidates must meet state licensure requirements before recommendation. Concentrations may have additional requirements for admission specific to the concentration. An oral and/or written exam may be required for some concentrations. During the program, students in all M.A.Ed. Comprehensive Education concentrations will engage in two field experiences and one clinical experience. For details regarding the application process and the requirements for the field experiences and the clinical experience see information in the link below. <https://www.wcu.edu/learn/departments-schools-colleges/ceap/stl/graduate-teaching-maed.aspx#residential>

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, applicants for some M.A.Ed. programs must submit a written essay. Instructions for the essay vary by concentration and will include topic(s) and length specified by the concentration and description of the evaluation process. Graduates from the WCU Honors college program do not need to submit an essay with their graduate school application.

All programs require three recommendations from former instructors or employers who are in a position to evaluate the applicant's aptitude for graduate study. Applicants must meet the requirements for admission based on the written essay and an undergraduate grade point average for the last sixty hours of the baccalaureate program.

Applicants must hold or be eligible to hold a current North Carolina teaching license for admission to the program (see exception below)\*. If the teaching license is in an area other than the concentration sought, passing licensure exams in the new area will be required. A current teaching license is necessary prior to recommendation for the advanced license.

Concentration specific requirements include:

- **Comprehensive Education - English** - must submit a senior level analytic essay that synthesizes multiple sources and articulates an argument.
- **Comprehensive Education- Literacy** - must submit a written essay. Requires a North Carolina teaching license in Elementary or Middle grades Language Arts.
- **Comprehensive Education- Special Education** - must submit a written essay.
- *Comprehensive Education-STEM* - must submit a written essay. Requires a North Carolina teaching license in Elementary, Middle Grades Mathematics or Science, or Secondary Mathematics or Science.

*\* Licensure Exception: Applicants applying for the Educational Studies Non-licensure Option do not need an initial teaching license but need a BSED in special education or other closely related degree, and a current employment context that allows for completion of course requirements .*

Professional Core (12 Hours)

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

- EDCI 609 - Assessment of Instruction **Credits: 3**
- EDCI 610 - Research Methods in Education **Credits: 3**
- EDCI 616 - Advanced Studies in Teacher Leadership **Credits: 3**
- SPED 640 - Universal Design for Learning **Credits: 3**  
Or
- SPED 620 - Education in a Diverse Society **Credits: 3**

English Concentration (24 hours)

(In addition to the Professional Core)

Methods:

Six hours are required.

- ENGL 514 - Teaching Writing **Credits: 3**
- ENGL 517 - Methods of Teaching Literature **Credits: 3**

British Literature:

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

American Literature:

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

Other Literature:

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

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

Guided Electives:

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

Additional Information:

English Comprehensive Examinations on both early and later literature and a Master Teacher Project are required. Neither a thesis nor foreign language proficiency is required. For reading lists, sample exams, and other information about the English concentration, see the current Guide to Graduate Studies in English, available online.

Literacy Education Concentration K-9 (18 hours) Offered Online

In addition to the Comprehensive Education M.A.Ed. Professional Core (12 hours), students complete the Literacy Education Concentration (18 hours). This includes:

- EDCI 696 - Teacher Research in K-12 Classrooms I: Planning **Credits: 3**
- EDCI 697 - Teacher Research in K-12 Classrooms II: Implementation **Credits: 3**
- EDRD 631 - Intensive Study of Writing **Credits: 3, R9**
- EDRD 640 - Reading Diagnosis & Instruction **Credits: 3**
- ELMG 655 - Content Area Reading in Science & Mathematics **Credits: 3**
- ELMG 668 - Instructional Technology & Design **Credits: 3**

Special Education Concentration (18-21 hours)

These 18-21 hours are in addition to the Professional Core.

Emphasis:

Must declare and complete eighteen to twenty-one (18-21) hours from one of the three emphasis options listed below. An add-on license in Academically or Intellectually Gifted (AIG) is an additional option for licensed teachers. Required courses are listed below the three options.



### Option 1 - Gifted, Creative and Innovative Education

Students must take 15 hours in the Content Area list of courses and choose one of the electives listed below.

Content Area: Gifted, Creative and Innovative Education (15 hours)

- SPED 500 - Creative Thinking and Problem Solving **Credits: 3**
- SPED 571 - Foundations of Gifted and Creative Education **Credits: 3**
- SPED 575 - Methods and Models of Gifted and Creative Education **Credits: 3**
- EDCI 646 - Technology and Personalized Learning Environments **Credits: 3**
- SPED 684 - Social and Emotional Issues of Exceptional Learners **Credits: 3**  
Select one of the following courses or other approved guided elective.
- ENT 601 - Entrepreneurial Innovation **Credits: 3**
- SPED 577 - Curriculum Differentiation for Gifted and Creative Learners **Credits: 3**
- SPED 593 - Topics in Special Education **Credits: 1-3, R6**
- SPED 633 - Collaboration with Families and Professionals **Credits: 3**
- SPED 635 - Introduction to Autism Spectrum Disorders **Credits: 3**
- SPED 636 - Evidence-Based Methods for Teaching Students with Autism Spectrum Disorders **Credits: 3**

### Option 2 - General Curriculum: Mild to Moderate Disabilities

Students must take all 15 hours in the Content Area and choose 3 hours from the courses listed below.

Content Area: Mild to Moderate Disabilities (15 hours)

- SPED 504 - Educational Programs for Students with Behavioral Disorders **Credits: 3**
- SPED 505 - Educational Programs for Students with Learning Problems **Credits: 3**
- SPED 682 - Research in Special Education **Credits: 3**
- SPED 684 - Social and Emotional Issues of Exceptional Learners **Credits: 3**
- SPED 687 - Practicum in Special Education **Credits: 1-3, R9**  
Take 3 hours selected from the following courses or course approval from a Special Education faculty member
- EDCI 646 - Technology and Personalized Learning Environments **Credits: 3**
- SPED 500 - Creative Thinking and Problem Solving **Credits: 3**
- SPED 593 - Topics in Special Education **Credits: 1-3, R6**
- SPED 633 - Collaboration with Families and Professionals **Credits: 3**
- SPED 635 - Introduction to Autism Spectrum Disorders **Credits: 3**
- SPED 636 - Evidence-Based Methods for Teaching Students with Autism Spectrum Disorders **Credits: 3**

### Option 3 - Adapted Curriculum: Severe/Profound Disabilities

Required eighteen (18) hours from Content Area list of courses and choose three (3) hours from the Guided Electives list.

Content Area: Severe to Profound Disabilities (18 hours)

- SPED 528 - Programs and Services for Individuals with Severe/Profound Disabilities **Credits: 3**
- SPED 530 - Assessment and Functional Skill Instruction in the Adapted Curriculum **Credits: 3**
- SPED 534 - Positive Behavior Supports for Students with Severe Disabilities, Advanced **Credits: 3**

- SPED 586 - Accessing the Adapted Curriculum: Intern 1 **Credits: 3**
- SPED 633 - Collaboration with Families and Professionals **Credits: 3**
- SPED 687 - Practicum in Special Education **Credits: 1-3, R9**  
(Must be taken for a total of 3 hours to meet the required eighteen (18) hours in the content)  
Guided Electives: 3 hours.
- EDCI 646 - Technology and Personalized Learning Environments **Credits: 3**
- SPED 593 - Topics in Special Education **Credits: 1-3, R6**
- SPED 635 - Introduction to Autism Spectrum Disorders **Credits: 3**
- SPED 636 - Evidence-Based Methods for Teaching Students with Autism Spectrum Disorders **Credits: 3**
- SPED 682 - Research in Special Education **Credits: 3**

#### Option 4 - Educational Studies (Non-license)

The Educational Studies Non-license is a degree program designed with a focus in special education that leads to a non-license teaching degree. Candidates can choose from the following areas of study, a) Gifted, Creative and Innovative Education, b) Mild to Moderate Disabilities, or c) Adapted Curriculum: Severe/Profound Disabilities. While this degree does not provide an opportunity for teacher certification, it can be used for professionals to seek career advancement in educational settings that do not require teacher certification such as private or charter schools. Other career options include management positions in adult respite services or work with adults with disabilities in higher education, assistive technology specialist, supervisory or management positions with in employment and residential living services for adults with disabilities, positions in curriculum development, advocacy services for people with disabilities, as well as management positions in private or nonprofit organizations that serve individuals with disabilities and their families. In addition, overseas employment opportunities are available to international students who pursue this Educational Studies option as educators for career advancement in their own countries. **This master's degree does not lead to North Carolina state certification.**

Students will work with their advisor to select an option from the special education concentration. Students will take the required 15 hours from the selected special education content area listed above and choose three (3) credit hours from the Guided Electives list in that special education option. In the adapted curriculum: Severe/Profound disabilities option the students will work with their advisor to select the 15 hours.

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

Licensure in AIG may be obtained by teachers holding or eligible for a North Carolina license in any area. The licensure program is completely online with the exception of a one-week field experience associated with SPED 500 that takes place in the summer. Credits earned may be applied to the gifted concentration in the MAEd program in special education. The program requires 12 hours and includes the following:

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

#### Special Education Concentration Research Cognate Option

Through our research cognates, students in the Special Education concentration have the option to select a specific area of research interest and collaborate with a faculty member to conduct research in that area. A cognate is a specialization or specific focus within special and gifted education. Once a graduate student has selected a research cognate of interest, they will be paired with a faculty mentor who will assist in choosing a guided elective, and consult with the student regarding ways to focus the research across courses. Students can select from any of the following research cognate areas; creativity, differentiation, response to intervention for social and emotional behavior, collaboration with families and professionals, autism, instructional technology, math, literacy, transition, or other proposed area of interest.

#### STEM Education Concentration K-12 (18 hours) Offered Online

In addition to the Comprehensive Education M.A.Ed. Professional Core (12 hours), students complete the STEM Education Concentration (18 hours). This includes:

- EDCI 620 - Issues and Trends in STEM Education **Credits: 3**
- EDCI 621 - Methods of STEM Education **Credits: 3**
- EDCI 622 - Engineering Projects for K-12 Educators **Credits: 3**
- EDCI 623 - Innovative Uses of Technology in STEM Education **Credits: 3**
- EDCI 696 - Teacher Research in K-12 Classrooms I: Planning **Credits: 3**
- EDCI 697 - Teacher Research in K-12 Classrooms II: Implementation **Credits: 3**

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

##### Program Admission Requirements:

MAT applicants must have a grade point average of B or higher on all upper-level undergraduate coursework. 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 writing sample is required. Directions for the writing sample vary by concentration and will include topic(s) and length specified by the concentration, and description of the evaluation process. In addition, candidates must have an undergraduate degree in the concentration or a related field. For the STEM concentration, this relevant undergraduate degree should be in science or math or the candidate should have 24 approved credit hours in the science or math field. In addition, for the STEM concentration, candidates must have a passing score on the State Board of Education required content area examination(s) for the requested licensure area. Contact Program Coordinators for questions related to degree requirements.

Applicants for the MAT in Comprehensive Education must submit the following documents for review as part of the admission process to the specific concentration: Note: Graduates from the WCU Honors college program do not need to submit an essay with their graduate school application.

- *Special Education*- a written essay describing professional goals and response to a prompt provided by the program.
- *STEM (Science, Technology, Engineering, & Mathematics)*- a written essay and a passing score on the State Board of Education required content area examination(s) for the requested licensure area.
- **TESOL (Teaching English to Speakers of Other Languages)** - a 500-750 word Statement of Purpose which includes a description of 1. background (personal, academic, professional) 2. current interest in the MAT and 3. personal, academic and/or professional goals.

**Program Description:**

The MAT was designed to enable students holding degrees other than education degrees to study in selected teaching programs at the advanced graduate level. Candidates must have an undergraduate degree in the major of the concentration and must meet the prerequisite requirements of the department housing the concentration. Candidates with an undergraduate degree in a major other than the MAT concentration may not qualify for the MAT.

The program leading to the MAT degree in comprehensive education requires a minimum of 36 semester hours of graduate study. The MAT requires students in all concentrations to complete 21 semester hours in the professional core. A year-long internship or the equivalent is required. The specific requirements for each concentration are listed in each concentration area.

The Comprehensive Education MAT has two phases. Successful completion of phase one leads to recommendation for an initial level teaching license from the North Carolina Department of Public Instruction, pending completion of all state-mandated requirements. Phase two leads to recommendation for an advanced level teaching license from the North Carolina Department of Public Instruction, again pending completion of all state-mandated requirements.

**Teacher Education Admission Requirements:**

Acceptance and registration in a department do not guarantee admission to the teacher education program in that department. The applicant's fitness for teaching in the chosen area is determined by demonstrated academic ability and other personal characteristics conducive to effective teaching. Admission and retention policies in teacher education programs are based on the standards and guidelines of the State of North Carolina and the Council for the Accreditation of Educator Preparation (CAEP). Approved institutions must have established procedures for implementing decisions regarding admission to and retention in teacher education programs. The state and CAEP guidelines require continuous evaluation of students admitted to teacher education programs and states that those found unlikely to succeed as teachers should be withdrawn. Students with disabilities that may impact successful teaching should consult with the Director of Teacher Education and the Office of Accessibility Resources.

Students who plan to receive a degree in education or a license through Western Carolina University must apply for and be officially admitted to a teacher education program. Admission to teacher education requires an application that should be completed during the first semester in which the student is enrolled. Applications are available online by logging into Watermark (also known as Tk20.) See information on Admission to the Teacher Education program at <https://www.wcu.edu/learn/departments-schools-colleges/ceap/stl/teacher-education-application.aspx>.

Students must have maintained satisfactory conduct and citizenship records in keeping with the ethics of the teaching profession. Applicants with a record of legal offenses may not be eligible for admission to teacher education or be able to remain in teacher education if new offenses occur.

**Readmission to the Teacher Education Program**

Students whose WCU enrollment is interrupted for three consecutive semesters (any combination of fall, spring, summer) or who are dismissed from the university are required to seek readmission to the Teacher Education Program upon their return. Readmission to the Teacher Education program requires students to meet admission criteria in place at the time the readmission application is submitted.

A student who is readmitted to the university after dismissal, suspension or expulsion will not be readmitted to the Teacher Education program the first term after returning.

### **Continuation in the Teacher Education Program**

The requirements for continuing in the program are as follows

1. A GPA of at least 2.75 on hours attempted
2. Behavior that adheres to the NC code of ethics of the profession and the professional dispositions of the College of Education and Allied Professions
3. Satisfactory participation in the required professional field experience program that is prerequisite to student teaching.

An evaluation of each field experience assignment will become a part of the student's professional record.

### **Clinical and Field Experience for Professional Education**

In addition to the intern/student-teaching requirement, the teacher education program requires field experiences in conjunction with several courses. Students are expected to make their own arrangements for transportation and housing and absorb the costs related to field experiences and internship or student teaching. Each program has different requirements, and students should discuss costs with the program head before applying for admission to the teacher education program. The goal of professional education clinical and field experiences is to help teacher education students learn to teach all of their pupils to achieve at high levels of performance. Although each 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 can work with qualified educators in successful programs.
2. Field experience placements are made so that students have the opportunity to work with diverse learners. Teacher education students are required to complete one field experience in a diverse setting, as defined by the College of Education and Allied Professions. Students who do not complete one of the early field experience requirements in a diverse setting must be placed in a diverse setting for the internship or student teaching semester.
3. Field experiences placements are made in collaboration with K-12 school personnel.
4. Field experience placements are made to facilitate appropriate supervision of students.
5. Students can sometimes combine early field experience placements to meet multiple course requirements. This is approved for no more than two courses.

### **Admission to Student Teaching/Internship**

Students apply to the director of field experiences early in the semester before the semester in which the student teaching/internship is to be done. These are the requirements for admission to student teaching/internship are:

1. Enrollment in the professional education sequence for at least two semesters
2. A GPA of 2.75 or above, both at the beginning of the term immediately preceding the student teaching/internship term and at the time of enrollment in student teaching/internship
3. Completion of all records designated by the director of field experiences
4. Completion of the applicable professional education sequence except for student teaching/internship and the student teaching/internship seminar
5. Completion of a background check through approved vendor within six months of beginning internship.

6. Completion of student teaching/internship application including recommendation by adviser and department head
7. All other requirements from the school placement as applicable.

### **Continuation in Student Teaching/Internship**

To continue in student teaching/internship, students must maintain satisfactory professional conduct and adhere to the policies and regulations of the school to which they are assigned. When recommended by the director of field experiences and approved by the dean, students failing to perform at a satisfactory level may be removed from student teaching/internship. Removal from a school placement is considered a failed internship. The Office of Field Experiences is under no obligation to place the student in another setting. Removal from a school placement will result in a grade no higher than an F.

### **Requirements for Teacher Licensure**

To be eligible for a recommendation from WCU for an initial teaching license in North Carolina, a student must meet the following criteria:

1. Complete one of the approved teacher-education programs
2. Achieve a minimum grade of C (2.0) in internship or student teaching
3. Achieve minimum required score on the edTPA assessment
4. Receive a public school recommendation indicating that student teaching was successful
5. Receive a satisfactory recommendation on the standard final internship/student teaching evaluation.
6. Complete application for licensure and file with the Licensure Officer of the College of Education and Allied Professions
7. Meet WCU testing requirement for PRAXIS II and/or Pearson tests
8. Receive a professional recommendation for an Initial Professional License (IPL) by the Licensure Officer of the College of Education and Allied Professions.
9. Pay the license fee required by the Department of Public Education for the issuance of a teacher license.

Professional Core (15 Hours)

Initial Professional Education Core (12 hours)

- EDCI 500 - Introduction to Teaching **Credits: 3**
- EDCI 609 - Assessment of Instruction **Credits: 3**
- SPED 639 - Teaching Exceptional Learners in Inclusive Classrooms **Credits: 3**  
**Classroom Management:** Take one classroom management course based upon your concentration. Special Education General Curriculum takes SPED 555. Special Education Adapted Curriculum takes SPED 534. Other concentrations take EDCI 501.
- EDCI 501 - Culturally Responsive Classroom Management **Credits: 3**  
OR

- SPED 534 - Positive Behavior Supports for Students with Severe Disabilities, Advanced **Credits: 3**  
OR
- SPED 555 - Culturally Responsive Classroom Management for Exceptional Learners **Credits: 3**

Advanced Professional Education Core (3 hours)

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

Concentrations (21-24 hours)

Special Education: Adapted Curriculum Concentration (24 hours)

Twenty-four hours in addition to the fifteen-hour Professional Core. Licensure: Leads to a recommendation for K-12 licensure in Special Education Adapted Curriculum. Each semester students will engage in clinical experiences. Field experiences are required in all methods courses.

Initial: Phase One (12 hours)

- SPED 530 - Assessment and Functional Skill Instruction in the Adapted Curriculum **Credits: 3**
- SPED 586 - Accessing the Adapted Curriculum: Intern 1 **Credits: 3**
- SPED 587 - Special Education Internship **Credits: 3**
- SPED 633 - Collaboration with Families and Professionals **Credits: 3**

Advanced: Phase Two (12 hours)

- SPED 528 - Programs and Services for Individuals with Severe/Profound Disabilities **Credits: 3**
- SPED 635 - Introduction to Autism Spectrum Disorders **Credits: 3**
- SPED 682 - Research in Special Education **Credits: 3**  
Choose one of the following (3 credit hours):
- SPED 636 - Evidence-Based Methods for Teaching Students with Autism Spectrum Disorders **Credits: 3**  
OR
- EDCI 646 - Technology and Personalized Learning Environments **Credits: 3**

Special Education: General Curriculum Concentration (24 hours)

Twenty-four hours in addition to the fifteen-hour Professional Core. Licensure: Leads to recommendation for K-12 Special Education General Curriculum licensure. Each semester students will engage in clinical experiences. Field experiences are required in all methods courses.

Initial: Phase One (12 hours)

SPED 585, SPED 562, and SPED 563 must be completed with a C or better prior to the semester in which SPED 587 is taken. All other Phase I courses must also be completed prior to SPED 587; however, students may take one Phase I course alongside SPED 587 (except for SPED 585, SPED 562, and

SPED 563, which must be completed prior). Students may not take SPED 587 if they have a grade of Incomplete in SPED 585, SPED 562, or SPED 563.

12 hours

- SPED 562 - Best Practices for Teaching Reading & Written Language to Exceptional Learners **Credits: 3**
- SPED 563 - Best Practices for Teaching Mathematics to Exceptional Learners **Credits: 3**
- SPED 585 - Advanced Methods to Teach Students with High Incidence Disabilities (Intern 1) **Credits: 3**
- SPED 587 - Special Education Internship **Credits: 3**

Advanced: Phase Two (12 hours)

- EDCI 646 - Technology and Personalized Learning Environments **Credits: 3**
- SPED 507 - Behavioral and Social Needs of Exceptional Learners in the General Curriculum **Credits: 3**
- SPED 633 - Collaboration with Families and Professionals **Credits: 3**
- SPED 682 - Research in Special Education **Credits: 3**

STEM: Science, Technology, Engineering, and Mathematics (21 hours)

Twenty-one hours in addition to the fifteen hour Professional Core. Licensure: Successful completion of this degree and concentration and related state requirements leads to recommendation for licensure in a STEM discipline. The specific discipline is based upon your previous degree and passed licensure exam area, as determined when you apply. Options include: Comprehensive Science (9-12), Biology (9-12), Earth Science (9-12), Physics (9-12), Chemistry (9-12), Middle Grades Science (6-9), Mathematics (9-12), and Middle Grades Mathematics (6-9).

Field experiences are required throughout the program.

Initial: Phase One (9 hours)

- EDCI 583 - Internship I in Secondary Education and Special Subject Areas **Credits: 3**
- EDCI 689 - Internship II in Secondary Education and Special Subjects Areas **Credits: 3, 6, or 9, R12**
- EDCI 695 - Seminar in Reflective Practice in Teaching **Credits: 3**

Advanced: Phase Two (12 hours)

- EDCI 620 - Issues and Trends in STEM Education **Credits: 3**
- EDCI 621 - Methods of STEM Education **Credits: 3**
- EDCI 622 - Engineering Projects for K-12 Educators **Credits: 3**
- EDCI 623 - Innovative Uses of Technology in STEM Education **Credits: 3**

TESOL (Teaching English to Speakers of Other Languages)



Twenty-one hours in addition to the fifteen hour Professional Core. Licensure: Successful completion of this degree and related state requirements leads to recommendation for ESL licensure. Field experiences are required throughout the program.

Initial: Phase One (15 hours)

- EDCI 583 - Internship I in Secondary Education and Special Subject Areas **Credits: 3**
- EDCI 689 - Internship II in Secondary Education and Special Subjects Areas **Credits: 3, 6, or 9, R12**
- EDCI 695 - Seminar in Reflective Practice in Teaching **Credits: 3**
- ENGL 615 - Linguistic Perspectives **Credits: 3**
- ENGL 626 - Integrated TESOL Methods **Credits: 3**

Advanced: Phase Two (6 hours)

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

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

#### **Program Admission Requirements**

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

1. *University Leadership*: Master's degree from an accredited institution of higher education.
2. *Community College Leadership*: Master's degree from an accredited institution of higher education.
3. *P-12 Leadership*: Master's degree in educational administration preferred; Master's degree in a related field (Education, Special Education, Curriculum and Instruction) will be considered in conjunction with evidence of leadership experience.

To be considered for admission, applicants are required to complete the Graduate School application through the Graduate School's online process, "Apply Yourself" and pay an application fee. Application includes:

- official transcripts for all graduate work; documenting a cumulative GPA of at least 3.5 (preferred);
- a resume indicating leadership experience;
- a (2-3 page) application letter that includes (but not limited to): professional goals and reason(s) for seeking an Ed.D. degree
- names of three references who will be asked to submit an online recommendation

The Ed.D. is a competitive program with limited cohort size. Applications will be assessed by an admission committee comprised of faculty in the College of Education and Allied Professions. The committee will review all application materials. Applicants who exhibit the highest levels of:

- writing and communication skills,
- commitment to pursuing a career as an educational leader,
- the capacity for further graduate study, and

- the potential for senior-level leadership in P-12, Community College or University educational institutions

will be invited for a personal interview, which is the next step in the admissions process. It is important for the applicant to understand that being invited to the interview does not mean acceptance into the program. The interview will involve:

- a writing exercise, and
- a meeting with members of the admissions committee to discuss the applicant's past professional experience, academic goals, ability to work collaboratively with others, and aspirations for future work upon successful completion of the degree.

\* Applicants admitted to the P-12 Leadership concentration who intend to complete the requirements for a Superintendent's license must have earned a Principal's license prior to being admitted to the program.

### Program Description

The Doctor of Education Degree Program in Educational Leadership prepares senior-level leaders for service in P-12 school systems, community colleges, and universities. Students in the Ed.D. program select one of three concentrations: 1) University Leadership, 2) Community College Leadership, or 3) P-12 Leadership. The Ed.D. requires a minimum of 53 hours beyond the masters, and a minimum of 44 semester hours in the degree must be earned from WCU. Students admitted to the program may be permitted to transfer up to 9 graduate-level credits into the program, with program approval. The program is a cohort model in which all students progress through a prescribed sequence of courses in 9 consecutive semesters, including summers. Cohorts will meet face-to-face one weekend each month, with additional instruction delivered online. Students who are unable to follow the schedule and attend the face-to-face courses will be dropped from their cohort. The program includes core coursework in leadership and research, written benchmark assessments, and a disquisition. Students are expected to complete the program within 3 years and must complete the program within 6 years. The areas in which courses must be completed are as follows:

#### Leadership Core (18 hours)

The following courses are required and are to be completed in the order listed.

- EDL 822 - Leadership of Complex Educational Organizations **Credits: 3**
- EDL 824 - Leading Institutional Improvement **Credits: 3**
- EDL 826 - Policy Leadership **Credits: 3**
- EDL 828 - Human Resource Leadership **Credits: 3**
- EDL 832 - Decision Making **Credits: 3**
- EDL 876 - Leadership for Equity and Social Justice **Credits: 3**

#### Research Core (16 hours)

The following courses are required and are to be completed in the order listed.

- EDRS 801 - Methods in Improvement Science **Credits: 3**
- EDRS 802 - Design and Analysis of Educational Research **Credits: 3**
- EDRS 803 - Data Collection **Credits: 3**
- EDRS 804 - Data Analysis **Credits: 3**

- EDRS 805 - Data Representation **Credits:** 1-3
- EDRS 895 - Doctoral Research Seminar **Credits:** 3

Community College Leadership Concentration (9 hours)

9 hours selected from the following courses:

- EDHE 805 - Role of Community College in Society **Credits:** 3
- EDHE 830 - Adult Programming in Community College **Credits:** 3
- EDHE 840 - Community College Finance & Business Operation **Credits:** 3
- EDL 876 - Leadership for Equity and Social Justice **Credits:** 3
- EDL 893 - Topics in Educational Leadership **Credits:** 1-3, R9
- EDL 894 - Topics in Educational Leadership **Credits:** 1-3
- EDL 896 - Seminar in School Law **Credits:** 3
- EDRS 820 - Program Evaluation for Educational Leaders **Credits:** 3

P-12 Leadership Concentration (9 hours)

9 hours selected from the following courses:

- EDL 845 - Leading for Just and Equitable Curriculum and Instruction **Credits:** 2
  - EDL 876 - Leadership for Equity and Social Justice **Credits:** 3
  - EDL 877 - The Superintendency **Credits:** 3
  - EDL 883 - Internship in Educational Leadership I **Credits:** 1, R3
  - EDL 884 - Internship in Educational Leadership II **Credits:** 1-3, R3
  - EDL 885 - Internship in Educational Leadership III **Credits:** 1-3, R3
  - EDL 893 - Topics in Educational Leadership **Credits:** 1-3, R9
  - EDL 894 - Topics in Educational Leadership **Credits:** 1-3
  - EDL 896 - Seminar in School Law **Credits:** 3
- \*EDL 877 will be a required guided elective for students in the P-12 Leadership Concentration if they desire a Superintendent's License.*

University Leadership Concentration (9 hours)

9 hours selected from the following courses:

- EDHE 860 - The College Presidency **Credits:** 3
- EDL 840 - Race in Higher Education **Credits:** 2
- EDL 893 - Topics in Educational Leadership **Credits:** 1-3, R9
- EDL 894 - Topics in Educational Leadership **Credits:** 1-3
- EDRS 820 - Program Evaluation for Educational Leaders **Credits:** 3

Disquisition (9 hours)

9 hours (minimum) are required.

- EDL 899 - Disquisition in Educational Leadership **Credits:** 1-6, R12
- EDL 999 - Continuing Research-Disquisition **Credits:** 1-3, R24

**Oral Defense:** All students must pass an oral defense of their disquisition in order to complete the program.

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

### **Program Description:**

The M.A.Ed. in Educational Supervision requires a minimum of 30 semester hours. This degree program is designed specifically for international English-speaking schools to prepare school leaders for positions such as principals, assistant principals, teacher leaders, instructional coaches, and directors. Two key pillars of the program are: 1) developing leaders to provide more equitable outcomes for all students and, 2) teaching scholar-practitioners to use Improvement Science to analyze the root causes of problems and lead teams to create sustainable positive change in schools.

A cohort model is used to build a strong network of professionals. We blend theory and practice as we prepare educational leaders on the following leadership standards: Mission, Vision, and Improvement; Ethics and Professional Norms; Equity; Inclusiveness, and Cultural Responsiveness; Learning and Instruction; Community and External Leadership; Operations and Management; and Building Professional Capacity (National Policy Board for Educational Administration, 2018).

Some courses are offered completely online. Some courses are offered in a hybrid format, meeting approximately one-week (Mon-Fri) in-person for 3 hours in the evening, with the rest of the course format occurring online.

This program does not lead to North Carolina principal licensure.

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

The core curriculum is designed to help leaders provide more equitable outcomes for all students and to use Improvement Science to effectively deal with problems and lead school personnel to create sustainable positive change in schools around the world.

- COUN 600 - Individual and Group Helping Skills **Credits: 3**
- EDL 603 - Instructional Leadership **Credits: 3**
- EDL 621 - Leading the Adult Learner **Credits: 3**
- EDRS 602 - Methods of Research **Credits: 3**
- EDRS 709 - Assessment for the Advancement of Student Learning **Credits: 3**
- EDSU 605 - Principles of Supervision **Credits: 3**
- EDSU 630 - School Improvement **Credits: 3**
- SPED 620 - Education in a Diverse Society **Credits: 3**
- EDCI 616 - Advanced Studies in Teacher Leadership **Credits: 3**
- EDL 601 - Ethical School Leadership **Credits: 1-3, R12**

### **Alternate Courses**

Alternate courses may be substituted by the program coordinator based on a cohort's unique needs in their international school setting.

- EDCI 603 - Comparative Education **Credits: 3**
- EDCI 604 - Curriculum Development **Credits: 3**

- EDL 602 - Shaping School Culture **Credits: 3**
- EDL 615 - International School Leadership **Credits: 3**
- EDL 642 - Leadership for Social Justice **Credits: 3**
- EDPY 693 - Topics in Education and Psychology **Credits: 3, R6**

## **Engineering Technology (M.S.)**

### **Program Description**

The Master of Science in Engineering Technology focuses on enhancing technical knowledge and management skills necessary in our competitive technology-intensive world. This program combines qualitative approaches and quantitative techniques in a balanced curriculum that strengthens problem-solving skills and managerial competence.

### **Program Admission Requirements**

Applicants should hold a bachelor's degree in engineering, engineering technology, or closely related program and have a GPA in the major of 3.00 or greater. Applicants with undergraduate degrees in other fields may be eligible for admission upon evaluation by the admissions committee and program director. In addition to the Graduate School Admission Requirements, the General Test of the Graduate Record Examinations (GRE) is recommended for students with an undergraduate GPA below 3.25 and those applying from other institutions. Three recommendations from people who are in a position to assess the applicant's aptitude for graduate study are required.

### **Program Requirements**

Requirements for the M.S. degree in Engineering Technology include a minimum of 30 semester hours distributed over Technology Courses, Directed Project, and Support Area Courses. Students generally choose to take courses within a specific subject area (Electrical; Mechanical; Manufacturing and Quality). However, the program is flexible, allowing students to customize their curriculum by taking courses to meet their individual educational needs. Each student's individual plan of study must be approved by the program director. At least 50% of the courses required for the master's degree must be at the 600-level or above. Students must choose between the Thesis and Examination options.

#### Technology Courses (21 hours)

Students need to pick 21 credit hours from the following list:

- ET 512 - Computational Methods for Technology **Credits: 3**
- ET 514 - Instrumentation and Data Acquisition **Credits: 3**
- ET 516 - Microcontroller Programming **Credits: 3**
- ET 520 - Advanced Fluid Mechanics **Credits: 3**
- ET 521 - Ergonomics **Credits: 3**
- ET 522 - Advanced Polymer Technology **Credits: 3**
- ET 524 - Facilities Management and Maintenance **Credits: 3**
- ET 534 - Facilities Layout **Credits: 3**
- ET 536 - Engineering Economic Analysis **Credits: 3**
- ET 552 - Reliability and Maintainability **Credits: 3**
- ET 554 - Advanced 3D Metal Manufacturing **Credits: 3**

- ET 570 - Advanced Digital Communications **Credits: 3**
- ET 571 - Linear Systems Analysis **Credits: 3**
- ET 572 - Finite Element Analysis **Credits: 3**
- ET 575 - Systems Integration and Management **Credits: 3**
- ET 593 - Topics in Engineering Technology **Credits: 1-3, R6**
- ET 603 - Applied Research Methods and Experimental Design **Credits: 3**
- ET 641 - Quality Assurance **Credits: 3**
- ET 642 - Automation Systems **Credits: 3**
- ET 643 - Advanced Parametric Modeling and Design **Credits: 3**
- ET 644 - Advanced Digital Signal Processing **Credits: 3**
- ET 645 - Random Processes in Engineering **Credits: 3**
- ET 647 - Advanced Power System Analysis **Credits: 3**
- ET 648 - Manufacturing Research and Analysis **Credits: 3**
- ET 660 - Innovation in Engineering Design **Credits: 3**
- ET 662 - Lean Six Sigma for Manufacturing and Design **Credits: 3**
- ET 670 - Robotics **Credits: 3**
- ET 672 - Machine Learning Techniques **Credits: 3**
- ET 680 - Independent Study **Credits: 1-3, R6**
- ET 689 - Graduate Internship **Credits: 3, R6**
- ET 693 - Advanced Topics in Engineering Technology **Credits: 3**
- ET 695 - Seminar in Engineering Technology **Credits: 1-3, R6**

#### Support Areas (6 hours)

6 semester hours from business or mathematics, including courses with ENT, MBA, MGT, ECON, FIN, PMC or MATH prefixes. One support area course can be replaced with a 500 or 600 level ET course. Course selections must be approved by the graduate program director.

#### Non-Thesis Option (3 hours)

Students choosing this option must take ET 688. Near the end of their studies, they must take ET 698 and pass the comprehension exam. These courses cannot be used for the MSET thesis option.

- ET 688 - Directed Project **Credits: 1-3, R6**
- ET 698 - Comprehensive Exam **Credits: 0**

#### Thesis Option (9 hours)

Students pursuing the thesis option will take ET 690 and an additional 6 credit hours of ET 699, conducting focused research, and writing a thesis. These students are eligible to compete for graduate research assistantships. Students choosing the thesis option must also pass a formal thesis defense to graduate.

- ET 690 - Thesis Development **Credits: 3**
- ET 699 - Thesis **Credits: 3, R6**

#### English (M.A.)

## Program Admission Requirements

In addition to the Graduate School Admission Requirements, applicants must have achieved an average grade of B or higher in upper-level undergraduate courses in the major. A writing sample and two recommendations addressing the applicant's aptitude for graduate study are required, and the GRE General Test ([gre.org](http://gre.org)) is optional.

## Program Description

The M.A. degree in English offers a choice of three concentrations: Literature, Professional Writing and Rhetoric, and Creative Writing, and participates in the interdisciplinary concentration in Cherokee Studies. A total of 33 graduate English credit hours is required. In the Literature, Professional Writing and Rhetoric, and Creative Writing concentrations, students must take ENGL 618, 6 hours outside of their concentration, 12 hours within their concentration, and 12 hours of ENGL electives. For students who write a thesis, 6 of those hours will be thesis credits.

In addition to 618, Cherokee Studies students must take ASI 634: Research Methods and Theories in Cherokee Studies, 6 hours outside of their concentration, 9 hours in their concentration, and 12 hours of ENGL electives. For students who write a thesis, 6 of those hours will be thesis credits,

For all concentrations, students take comprehensive exams or they write a thesis as their capstone project for the program.

Note that all GAs must take 514 as an elective, and that it does not fulfill the requirement of taking a Professional Writing and Rhetoric course outside one's area of concentration.

In addition to the coursework, all M.A. in English students must successfully pass written comprehensive examinations based on reading lists and content knowledge, which are specific to each concentration or they may write a thesis. For those writing a thesis, a final oral defense is required. Any student who receives two final course grades of C or one final course grade of F will be dismissed from the program.

Core requirements (9 hours)

ENGL 618 - Research Methods in English (3 credit hours) and two courses from outside of the student's area of concentration (6 total credit hours).

Concentrations (12 hours)

Professional Writing and Rhetoric (12 hours)

- ENGL 529 - Advanced Studies in Technical and Professional Writing **Credits: 3**
- ENGL 589 - Co-op: Writing and Editing **Credits: 3, R6**
- ENGL 603 - Proposal and Grant Writing **Credits: 3**
- ENGL 604 - Writing for Electronic Environments **Credits: 3**
- ENGL 605 - Advanced Issues in Technical and Professional Writing **Credits: 3**
- ENGL 606 - Nonfiction Writing **Credits: 3, R6**
- ENGL 607 - Technical and Professional Editing **Credits: 3**
- ENGL 610 - Rhetorical Theory **Credits: 3**
- ENGL 694 - Special Topics in Rhetorical Theory **Credits: 3, R6**
- ENGL 695 - Contemporary Composition Theory **Credits: 3, R6**

#### Literature (12 hours)

- ENGL 550 - Major British Writers **Credits:** 3, R9
- ENGL 564 - Native American Literature **Credits:** 3
- ENGL 572 - Studies in Fiction **Credits:** 3
- ENGL 580 - Studies in English **Credits:** 3, R6
- ENGL 600 - Selected Ethnic Literature **Credits:** 3
- ENGL 601 - Gender Studies **Credits:** 3
- ENGL 602 - African American Literature **Credits:** 3
- ENGL 620 - Chaucer **Credits:** 3
- ENGL 621 - Medieval Language and Literature **Credits:** 3
- ENGL 631 - Shakespeare **Credits:** 3
- ENGL 632 - Renaissance Literature **Credits:** 3
- ENGL 651 - Romantic and Victorian Poetry **Credits:** 3
- ENGL 652 - Nineteenth-Century British Fiction **Credits:** 3
- ENGL 653 - British Nonfiction **Credits:** 3
- ENGL 659 - Southern Literature **Credits:** 3
- ENGL 660 - Early American Literature **Credits:** 3
- ENGL 661 - Nineteenth-Century American Literature **Credits:** 3
- ENGL 662 - Contemporary Literature **Credits:** 3
- ENGL 663 - Environmental Literature **Credits:** 3
- ENGL 672 - African Literature **Credits:** 3
- ENGL 673 - Global and Postcolonial Literature **Credits:** 3
- ENGL 674 - Transnational Literature **Credits:** 3
- ENGL 675 - Modernism **Credits:** 3
- ENGL 676 - Adaptation: From Text to Film **Credits:** 3
- ENGL 677 - Literary Theory **Credits:** 3
- ENGL 693 - Special Topics in English **Credits:** 3, R6
- ENGL 695 - Contemporary Composition Theory **Credits:** 3, R6

#### Creative Writing (12 hours)

- ENGL 593 - Special Topics: Creative Writing **Credits:** 3, R6
- ENGL 606 - Nonfiction Writing **Credits:** 3, R6
- ENGL 608 - Fiction Writing **Credits:** 3, R6
- ENGL 609 - Poetry Writing **Credits:** 3, R6
- ENGL 633 - Writing the Novel **Credits:** 3

#### Cherokee and Indigenous Studies (12 hours)

\*note: ASI 634 is required

- ASI 594 - Topics in Cherokee Studies **Credits:** 3, R6
- ASI 697 - Cherokee Studies Research Seminar **Credits:** 3
- ASI 634 - Methods, Theories and Critiques in Cherokee Studies **Credits:** 3
- ANTH 573 - Contemporary Cherokee Culture and Society **Credits:** 3
- ENGL 564 - Native American Literature **Credits:** 3



- ENGL 674 - Transnational Literature **Credits: 3**
- NAS 570 - Cherokee Culture and History **Credits: 3**
- HIST 620 - Native American History **Credits: 3**
- HIST 545 - Cherokee History **Credits: 3**

Electives (12 hours, of which 6 may be Thesis)

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

Thesis students must take 6 hours of ENGL 699- Thesis Research and 6 hours of courses selected from the three concentrations above or from the following courses (note that all teaching GAs must take ENGL 514 as an elective); Non-thesis Option students must take at least 12 hours of electives selected from the concentrations above or from the following courses:

### Certificate Programs

The English Studies Department offers the following post-baccalaureate certificates:

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

### Experiential and Outdoor Education (M.S.)

The M.S. in Experiential and Outdoor Education is a two-year, residential hybrid degree program. Students will be admitted in a cohort model beginning in August. In the first year, face-to-face coursework will include a one-week intensive course on campus followed by four weekends each in the fall and spring semesters. Students will be engaged in online coursework throughout the semester(s). During the second-year, students will complete additional required and elective coursework (individual choice of face-to-face, online and/or hybrid course formats) including a thesis or project. This format allows for students to remain employed full-time and/or pursue field-based coursework (e.g. internships) at regional agencies.

The M.S. in Experiential and Outdoor Education degree will utilize the philosophy of experiential education combined with the modality of outdoor education to provide students with necessary training to serve in a variety of educational contexts.

### Educational Objectives

Students will:

1. Develop a theoretical and philosophical foundation for experiential and outdoor education.
2. Understand research methods as they apply to experiential and outdoor education scholarship.
3. Design learning experiences for diverse populations that integrate theory into practice.
4. Demonstrate an ability to identify a need in the literature, propose and complete a graduate level thesis or project to meet that need.
5. Demonstrate various teaching methods and group facilitation techniques for diverse populations.

Requirements (27 hours)

- EOE 500 - Foundations of Experiential and Outdoor Education **Credits: 3**
- EOE 501 - Philosophy and Theory of Experiential and Outdoor Education **Credits: 3**
- EOE 502 - Diversity and Social Justice **Credits: 3**
- EOE 503 - Research Methods in Experiential and Outdoor Education **Credits: 3**
- EOE 600 - Advanced Research Methods and Evaluation Techniques **Credits: 3**
- EOE 601 - Current Trends and Issues in Experiential and Outdoor Education **Credits: 3**
- EOE 602 - Group Facilitation and Teaching Methods in EOE **Credits: 3**
- EOE 679 - Thesis I/ Project I **Credits: 3**
- EOE 699 - Thesis II/ Project II **Credits: 3**

#### Electives (9 hours)

9 elective credits may come from within the program, other WCU graduate programs or graduate courses (up to 6 credits from outside WCU)

- EOE 620 - Facilitating Environmental Education Experiences **Credits: 3**
- EOE 621 - Introduction to Environmental Interpretation **Credits: 3**
- EOE 622 - Social Theory in EOE **Credits: 3**
- EOE 623 - Youth Development **Credits: 3**
- EOE 624 - Social Media, Technology and EOE **Credits: 3**
- EOE 626 - Interpreting the Natural World for EOE **Credits: 3**
- EOE 627 - Wilderness Education **Credits: 3-6**
- EOE 628 - Scholarly Writing Intensive for EOE **Credits: 3**
- EOE 630 - Outdoor & Sustainability Education: A Pedagogy of Place **Credits: 3**
- EOE 635 - Sites, Facilities and Programs in EOE **Credits: 3**
- EOE 637 - Experiential and Outdoor Education Expedition **Credits: 3**
- EOE 680 - Independent Study in EOE **Credits: 3, R6**
- EOE 683 - Internship in EOE **Credits: 3, R6**
- EOE 693 - Topics in EOE **Credits: 3, R9**
- EOE 779 - Continuing Research, Non-Thesis **Credits: 1, R10**
- EOE 799 - Continuing Research, Thesis **Credits: 1, R24**

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

#### Program Admission Requirements

Students must meet the following minimum requirements in order to be considered for admission. Meeting these minimum requirements does not guarantee acceptance into the program.

#### Graduate School Admission Requirements

<http://www.wcu.edu/apply/graduate-school/admissions/admission-requirements.aspx>

#### MFA Program Admission Requirements

- Minimum of 3.00 GPA in their undergraduate major. Students are expected to have a minimum of 9 credit hours of undergraduate art history/philosophy of art and to have completed a minimum of 30 credit hours of undergraduate studio course work. Candidates must commit to fulltime study.

Minimum 12 semester hours of credit may be granted for work previously completed at the master's level (transfer credit.)

No GRE is required

A campus visit and interview with the M.F.A. Director is strongly recommended.

### **Application Instructions:**

*Please note that there is a two-step Application Procedure*

1. Slideroom online application, submit the following:

- **Statement of Intent**  
Approximately 500 - 750 word statement of intent, addressing each of the following: What best describes the development of your current artistic practice? Why have you decided to apply to the MFA program in the School of Art and Design at WCU? What are your professional goals as an artist?
- Three letters of recommendation from appropriate academic or professional references.
- Transcripts
- **Portfolio:**
  - Upload a portfolio of recent work, 15 - 20 examples of recent work demonstrating applicants' preparation for advanced study in art.
  - A primary criterion for admission to the MFA program at the WCU School of Art & Design is the assessment of your portfolio by our graduate faculty.
  - Your portfolio should represent your best work, consist of work done within the last three years, and demonstrate the current direction of your studio practice.
  - Each slide on SlideRoom should be used for one image or one time-based work; do not upload files (jpgs or pdfs) with multiple pages or images.
  - Time-based samples should be no longer than five-minutes with web links to full-length versions if appropriate.
  - Please order your work in reverse chronological order with the newest work first, and provide complete descriptions that will help us understand the image. You may describe the research and art process that informed your work, when appropriate.
- A resume/cv is optional

2. *WCU Graduate School online application*

Complete the application form (general information), No additional supplemental information needs to be submitted through the Graduate School Application Portal.

*Please do not mail any materials to the School of Art and Design.*

### **Decisions and Acceptance:**

A Graduate Review Committee of the School of Art and Design will make applicant acceptance decisions which are final. Please be assured that each applicant receives thorough consideration by every member

of the committee. All aspects of the application will be reviewed, including the artwork portfolio, statement of purpose, academic strength, art-related background, and recommendations.

After admissions materials are reviewed, top applicants will be contacted for an interview via phone or video-conference (Skype, Google Hangout, etc.) in late-February. Final candidates will be determined after the interview process and admission decisions will be announced late-March.

Upon acceptance of admission, the student should notify the School of Art and Design, schedule an appointment to meet with the Graduate Program Director, and make initial plans for a course of study. This may be done by phone or upon arrival prior to the beginning of the semester. General information is available from the Graduate Program Director and the School of Art and Design website. Studios will be assigned by early August. Please check with the Graduate Program Director after this time to obtain assignment.

### **Program Description**

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

Studio Core (36 hours):

Students must take 18 hours of ART 674 - Studio Critique Seminar and 18 hours from 500-600 level *Studio Core* offerings. *Studio Critique* and *Studio Core* courses may be substituted with pre-approval from the Graduate Director.

Please note, not all courses are offered each semester.

- ART 531 - Drawing Studio I **Credits:** 1-9, R12
- ART 532 - Design Studio I **Credits:** 3, R12
- ART 533 - Painting Studio I **Credits:** 1-9, R12
- ART 534 - Printmaking Problems **Credits:** 1-9, R12
- ART 535 - Book Arts Studio I **Credits:** 1-9, R12
- ART 544 - Sculpture Studio I **Credits:** 1-9, R12
- ART 551 - Ceramics Studio I **Credits:** 1-9, R12
- ART 554 - Photography Studio I **Credits:** 3, R12
- ART 561 - Imaging + Digital Studio **Credits:** 1-9, R12
- ART 571 - Integrated Media Studio I **Credits:** 1-9, R12
- ART 586 - Exhibition Practicum **Credits:** 3
- ART 593 - Topics in Studio Practice **Credits:** 1-9, R12
- ART 631 - Drawing Studio II **Credits:** 1-9, R15
- ART 632 - Design Studio II **Credits:** 1-9, R15
- ART 633 - Painting Studio II **Credits:** 1-9, R15
- ART 634 - Printmaking Studio II **Credits:** 1-9, R15
- ART 635 - Book Arts Studio II **Credits:** 1-9, R15
- ART 644 - Sculpture Studio II **Credits:** 1-9, R15
- ART 651 - Ceramics Studio II **Credits:** 1-9, R15

- ART 661 - Imaging + Digital Studio II **Credits:** 1-9, R15
- ART 667 - Photography Studio II **Credits:** 1-9, R15
- ART 671 - Integrated Studio II **Credits:** 1-9, R15
- ART 681 - Graduate Problems in Studio Art **Credits:** 1-9, R15
- ART 779 - Continuing Research-Non-Thesis Option **Credits:** 1, R10

Art History/Theory/Criticism (9 hours):

Graduate Students must take ART 500, ART 676, *and* an additional 3 credit hours taken from available 500-600 level Art History offerings. Course offerings may be substituted with pre-approval from the Graduate Director

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

and 3 hours from:

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

Studio Teaching Practicum (3 hours):

- ART 630 - Studio Teaching Practicum **Credits:** 3

Thesis (6 hours):

- ART 699 - Thesis Exhibition **Credits:** 6

Electives (6 hours):

6 hours of additional *Studio Core* electives or courses taken outside the MFA curriculum that complements students' independent creative research and studio practice. Courses taken outside the MFA curriculum must be pre-approved by the Graduate Director

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

## Program Description

The Master of Health Sciences degree program requires a minimum of 33 semester hours of approved graduate coursework. The curriculum is composed of two parts: (1) core courses and (2) concentrations in health education, health management, nutrition, and emergency medical care.

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

## Program Admission Requirements

In addition to the Graduate School Admission Requirements, all applicants must have a cumulative grade point average (GPA) of 3.0 in all upper-level undergraduate coursework and submit three recommendations from former instructors or employers who are in a position to judge the applicant's aptitude for graduate study, as well as a goal statement. Applicants who are admitted to the program must own or have access to a computer with Internet service that meets the minimum guidelines set by the WCU Information Technology division.

### Core Courses (18 hours)

- MHS 510 - Health Systems Policy **Credits: 3**
- ENVH 570 - Principles of Epidemiology **Credits: 3**
- MHS 670 - Biostatistics for Health Sciences **Credits: 3**
- MHS 675 - Research Methodology in the Health Sciences **Credits: 3**
- MHS 696 - Research Seminar in Health Sciences **Credits: 3**  
Additional course (1 hour) for continuing research credit (MHS 779) **Credits / Units: 1**
- MHS 698 - Project in Health Sciences **Credits: 3, R6**

### Concentrations (15 hours)

#### Health Education Option (Distance)

Choose 15 hours from the following courses:

- MHS 532 - Principles of Clinical Education **Credits: 3**
- MHS 534 - Training and Development in Clinical Settings **Credits: 3**
- MHS 536 - Educational Technology in Health Sciences **Credits: 3**
- MHS 638 - Program Planning and Evaluation in Health Sciences **Credits: 3**
- MHS 640 - Health Communications **Credits: 3**
- MHS 680 - Directed Independent Study in Health Sciences **Credits: 1-3, R6**
- MHS 693 - Special Topics in Health Sciences **Credits: 3, R6**

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

Choose 15 hours from the following courses:

- EMC 520 - EMS Education and Training **Credits: 3**

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

#### Environmental Health Option (Distance)

Choose 15 hours from the following courses:

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

#### Health Management Option (Distance)

Choose 15 hours from the following courses:

- MHS 562 - Leadership Strategies for Health Care Organizations **Credits: 3**
- MHS 564 - Cost Containment/Productivity Management in Healthcare Organizations **Credits: 3**
- MHS 630 - Medicare & Medicaid **Credits: 3**
- MHS 660 - Health Care Marketing **Credits: 3**
- MHS 662 - HealthCare Organization-Problem Solving and Decision Making **Credits: 3**
- MHS 664 - The Legal Environment of Healthcare **Credits: 3**
- MHS 665 - Quality Performance in Health Care Organizations **Credits: 3**
- MHS 668 - Health Care Informatics **Credits: 3**
- MHS 680 - Directed Independent Study in Health Sciences **Credits: 1-3, R6**
- MHS 693 - Special Topics in Health Sciences **Credits: 3, R6**

#### Nutrition Option (Distance)

15 hours are required from the following courses:

- ND 637 - Advanced Medical Nutrition Therapy **Credits: 3**
- ND 681 - Practicum in Clinical Dietetics **Credits: 2**
- ND 682 - Practicum in Administrative Dietetics **Credits: 2**
- ND 683 - Practicum in Community Dietetics **Credits: 2**
- MHS 562 - Leadership Strategies for Health Care Organizations **Credits: 3**
- ND 541 - Nutritional Biochemistry **Credits: 3**

#### Health Service Psychology (Psy.D.)

## Program Admission Requirements

At the time of enrollment in the program, applicants must have completed the following: (a) a Master's or Specialist degree in psychology *or* (b) a Master's degree in a related area that includes at least 18 hours of coursework in psychology. At the time of application, candidates will indicate one concentration area: Clinical or School Psychology.

Candidates who are graduates of the M.A. Clinical Psychology program or S.S.P. School Psychology program at Western Carolina University will have satisfied all prerequisites prior to admission to the PsyD program. Candidates graduating from other Master's programs will need to submit transcripts, syllabi, and evidence of prior research conducted (e.g., thesis; published paper) for faculty review to determine if prior coursework satisfies program prerequisites; however, these materials are not needed as part of the initial application.

Admission into the PsyD program is selective and satisfying the preferred admission criteria described below does not guarantee admission to the program. The PsyD admission committee (PAC) will review all completed applications and invite top candidates for in-person interviews. Interviewee selection will be based on review of graduate coursework and GPA, GRE scores (if required), quality of recommendations, and personal statement. The application review process involves holistic evaluation, including fit with mission of the program as well as academic preparation and promise.

Application Requirements and Preferred Admissions Criteria:

- Official Transcripts from all Universities Attended documenting the following criteria
  - Cumulative undergraduate GPA of 3.30 (on a 4.0 scale) for the last 60 hours (preferred criteria)
  - Cumulative graduate GPA of 3.5 (on a 4.0 scale) or higher (preferred criteria)
- An official GRE General Test score report from within the past five years must be provided by applicants with a cumulative graduate GPA less than 3.7. Submission of GRE General Test scores are optional for applicants with a cumulative undergraduate GPA of 3.7 or above.
  - GRE scores at the 50<sup>th</sup> percentile or higher on both Verbal Reasoning and Quantitative Reasoning sections (preferred criteria)
- Three letters of recommendation solicited from professionals (ideally professional supervisors and psychology faculty) who can provide information about candidate's:
  - Capacity for success in a doctoral psychology program
  - Interpersonal characteristics
  - Academic preparation
  - Clinical skills
- A Curriculum Vita documenting the following criteria
  - Prior research experience (preferred criteria)
  - Educational history and Other Experiences
- Personal statement written in three (3) double-spaced pages or less describing the candidate's:
  - background and experiences in psychology,
  - interest in the PsyD program and specific concentration identified
  - academic interests that align with departmental faculty
  - career goals
  - commitment to providing psychological services to underserved and rural populations.

## Program Description



The Doctor of Psychology (PsyD) in Health Service Psychology (Combined Clinical/School) program is a three-year post-Masters professional preparation program. The PsyD program ascribes to the practitioner-scholar model of clinical training, which places greater emphasis on clinical preparation as opposed to research training. The Program requires the completion of 57 semester hours (plus any prerequisite hours not met through the candidate's earned Masters/Specialist degree relevant to the concentration). The curriculum consists of required and elective courses (33 hours), practicum (12 hours), dissertation (6 hours), and internship (6 hours). The curriculum is designed to meet requirements for accreditation by the American Psychological Association.

When combined with pre-requisite coursework and experiences, students who complete the program and pass the Examination for Professional Practice in Psychology (EPPP) should be eligible for licensure as a psychologist and students in the School Psychology Concentration who pass the Praxis exam should also be license eligible by state departments of instruction and eligible for National Certification as a School Psychologist (NCSP). State standards for licensure vary and it is the responsibility of candidates to be aware of state licensure laws to ensure training meets licensure standards for the state.

#### Required Courses (30 hours)

- PSY 810 - Advanced Social Psychology **Credits: 3**
- PSY 823 - Professional Consultation in Health Service Psychology **Credits: 3**
- PSY 841 - Biological and Affective Bases of Behavior **Credits: 3**
- PSY 842 - Multicultural Psychology **Credits: 3**
- PSY 844 - Advanced Cognitive Psychology **Credits: 3**
- PSY 851 - Advanced Research Methods and Statistics III **Credits: 3**
- PSY 855 - Advanced History and Systems of Psychology **Credits: 3**
- PSY 873 - Ethics in Health Services Psychology **Credits: 3**
- PSY 878 - Child and Family Systems Intervention **Credits: 3**
- PSY 888 - Professional Supervision **Credits: 3**

#### Internship (6 hours) and Practicum (12 hours)

Site selection is based on area of concentration.

- PSY 883 - Doctoral Internship **Credits: 3, R6**
- PSY 886 - Internal Doctoral Practicum **Credits: 1-3 R12**
- PSY 887 - External Doctoral Practicum **Credits: 1-6, R12**

#### Dissertation (6 hours)

- PSY 899 - Dissertation **Credits: 1-3, R12**

#### Electives (3 hours)

Courses are specific to the concentration and must be approved by the program director.

### Higher Education Student Affairs (M.Ed.)

### Program Admission Requirements

In addition to the Graduate School Admission Requirements applicants for the M.Ed. in Higher Education Student Affairs must have an average grade of B or higher as defined by the major department in upper-level undergraduate courses in the major. Students must also submit a resume or detailed curriculum vitae, three recommendations from former instructors who are in a position to judge the applicant's aptitude for graduate study, and a written statement of professional goals and interest in the Higher Education Student Affairs program.

### **Program Description**

The Master of Education in Higher Education Student Affairs 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 Higher Education Student Affairs requires 39 semester hours of graduate study, including:

#### Core Component (33 hours)

- EDRS 602 - Methods of Research **Credits: 3**
- HESA 530 - Diversity in Higher Education **Credits: 3**
- HESA 605 - Introduction to Higher Education Student Affairs **Credits: 3**
- HESA 611 - Organization, Administration and Finance in Higher Education Student Affairs **Credits: 3**
- HESA 615 - History of Higher Education in the United States **Credits: 3**
- HESA 621 - Theories of College Student Development **Credits: 3**
- HESA 630 - Legal and Ethical Issues for Higher Education Student Affairs **Credits: 3**
- HESA 650 - Program Development and Evaluation **Credits: 3**
- HESA 683 - Internship I **Credits: 1-3, R6**
- HESA 684 - Internship II **Credits: 1-3, R6**
- HESA 695 - Capstone in Higher Education Student Affairs **Credits: 3**

#### Guided Electives (6 hours)

Select 6 hours from the following

- COUN 600 - Individual and Group Helping Skills **Credits: 3**
- COUN 615 - Cross-cultural Counseling **Credits: 3**
- COUN 617 - Addictions Counseling **Credits: 3**
- COUN 635 - Group Methods in Counseling **Credits: 3**
- COUN 650 - Career Development **Credits: 3**
- EDHE 693 - Topics in Higher Education **Credits: 1-3, R6**
- HESA 593 - Topics in College Student Personnel **Credits: 1-3, R9**
- HESA 625 - Teaching and Learning Environments in Higher Education **Credits: 3**
- HESA 640 - Emerging Issues in Higher Education Student Affairs **Credits: 3**
- HESA 670 - Professionalism in Higher Education: Becoming a Practitioner-Scholar **Credits: 3**
- HESA 680 - Independent Study in Higher Education Student Affairs **Credits: 1-3**
- HESA 685 - Internship III **Credits: 1-3, R6**
- HESA 693 - Special Topics in Higher Education Student Affairs **Credits: 1-3, R9**

- SPED 620 - Education in a Diverse Society **Credits: 3**

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

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, applicants for degrees in history must have earned an undergraduate degree with an average grade of B or higher. A personal interview may be requested. Applicants are required to submit a statement of purpose. Applicants to the M.A. program in history are required to submit a writing sample. Three recommendations from persons in a position to judge the applicant's aptitude for graduate study are required.

### **Program Description**

The program for the M.A. degree in history (American or European concentration) requires a minimum of 30 semester hours (at least 18 of the 30 hours must be at the 600 level) of graduate study, satisfactory performance in a foreign language examination approved by the history department, and a satisfactory performance in a comprehensive written examination over all coursework for the degree. Students will choose one of the following options:

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

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

Thesis Option (American or European concentration) Hours: 30

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

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

Requires a minimum of 30 semester hours of approved coursework, including 3 hours of HIST 699 for those writing a thesis; 18 hours ( 3 additional hours for non-thesis option - 21 hours) in American history courses (including HIST 545 and 631); 9 hours in Cherokee Studies concentration selected from: ANTH 561, ANTH 573, ASI 594, ENGL 564, or other courses approved by the graduate advisor.

Public History Option (American concentration) Hours: 30

This is a non-thesis option designed to prepare students for entry-level positions related to public history. It requires the completion of a minimum of 30 semester hours of approved coursework, including: HIST 631 and 688; 9 hours selected from HIST 570, 571, 572, 573, 574, 575, and 576; and 15 hours of guided electives exclusive of public history courses.

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

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, the following are the program admission requirements:

- Earned an undergraduate degree from a fully accredited university.
- Maintained a 3.0 overall GPA.
- A one (1) page essay outlining your reasons for pursuing a career in Human Resources and explaining how the WCU MSHR program mission and curriculum focus will further your career goals.
- GRE waiver for applicants with a GPA of 3.0 or better, 3+ years of full-time HR work experience, or a previously earned graduate degree.
- Three letters of recommendation from work supervisors or professors who can attest to your ability to excel as a graduate student.
- Application deadlines are April 1 and October 1. Accepted students can begin the program in the Fall, Spring, or Summer terms.

Note: Applicants who score slightly below what we seek on the GRE may still be accepted into the program, given strong undergraduate performance and positive recommendations from professional and/or academic references. Applicants who have a cumulative undergraduate GPA below 3.0 will be considered for conditional admission, which allows them to take classes for one semester while preparing for and taking the GRE.

### **Program Description**

WCU's MSHR program has as its mission to develop the next generation of HR leaders for organizations of all types. The completely online curriculum consists of 7 required courses that all students take and 5 elective courses (see list). HR 601, HR 602, HR 605, & HR 610 are taken at the beginning of the program; HR 687 and HR 688 have prerequisites of 18 credit hours, and HR 687 must be taken before HR 688; Students with more than 5 years of full-time human resources-related work experience may substitute another WCU HR course for HR 688. HR 698 (capstone seminar) should ideally be taken during a student's last semester in the program and requires the completion of 21 credit hours.

Required Professional Core (21 hours)

- HR 601 - Organization Acumen for HR Leaders **Credits: 3**
- HR 602 - Human Resources Research and Evaluation Methods **Credits: 3**
- HR 605 - Principles and Practice in Human Resources **Credits: 3**
- HR 610 - Human Resource Development **Credits: 3**
- HR 687 - HR Consulting **Credits: 3**
- HR 688 - Advanced HR Consulting **Credits: 3**
- HR 698 - Capstone Seminar in Human Resources **Credits: 3**

Electives (15 hours)

15 hours selected from the following courses:

- HR 614 - Talent Acquisition and Retention **Credits: 3**

- HR 615 - Organization Development **Credits: 3**
- HR 630 - Career Development **Credits: 3**
- HR 660 - Talent Performance & Development **Credits: 3**
- HR 662 - Total Rewards: Strategy and Plan Design **Credits: 3**
- HR 665 - Responsible HR Leadership: The Regulatory Environment, Ethics, & Social Responsibility **Credits: 3**
- HR 669 - Introduction to Human Resources Consulting Theory and Practice **Credits: 3**
- HR 675 - Leadership in Human Resources **Credits: 3**
- HR 677 - Digital Human Resources and People Analytics **Credits: 3**
- HR 693 - Selected Topics in Human Resources **Credits: 3, R12**

### **Innovation Leadership and Entrepreneurship (M.E.)**

The Master of Entrepreneurship degree program in Innovation Leadership and Entrepreneurship ("ILE") provides students with the knowledge and skills to drive innovation within existing organizations or to create new ventures in accordance with their own aspirations. The ILE builds a foundation in intrapreneurial and entrepreneurial concepts and skills. Students focus on identifying, driving, and leveraging innovation for both internal and external opportunities. This applies to social entrepreneurship (e.g., non-profit/hybrid) and for-profit enterprises, including new or established organizations of any size.

The program is delivered 100% online and is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

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

Meet the Graduate School Admission Requirements (candidates for the early admission Masters of Entrepreneurship in Innovation Leadership and Entrepreneurship (MEILE) program do not need to complete their undergraduate degree before admission to the program, but they must complete their undergraduate degree as a condition for receiving their graduate degree).

Applicants to the MEILE program are diverse. In support of a diverse applicant pool, a process is used which enables applicants to best present their case for admission. In this approach, students may submit any or all of the accepted materials, including transcript (required), resume (required), essay (required), interview (if needed to support further clarification of the applicant's materials), GMAT/GRE/MAT scores (optional), recommendations (required for early admissions candidates) and awards. Full details are available on the program's web page.

The Director of Graduate Programs for the College of Business (COB) will make a recommendation to the Graduate School regarding the type of acceptance or denial for each applicant. The Dean of the Graduate School will make the final decision to admit the applicant and will issue a letter of acceptance (Regular or Conditional) or denial.

Applicants may qualify for Conditional Admissions status with the recommendation of Director of Graduate Programs for the COB. Conditional Admission status allows the applicant to complete their admissions file (e.g., official transcripts, recommendation letters, and other items as needed to finalize the applicant's file) by the end of the first semester of enrollment. Applicants admitted by the Graduate School with Conditional Admission status are eligible to enroll in fall, spring, or summer classes in accordance with the course plan for the semester in which they entered.

## **Program Description**

The Master of Entrepreneurship in Innovation Leadership and Entrepreneurship ("ILE") requires 30 semester hours:

### Required Courses

All students are required to take this 21 hour core and 1 concentration.

- ENT 601 - Entrepreneurial Innovation **Credits: 3**
- ENT 610 - Entrepreneurial Creation **Credits: 3**
- ENT 640 - Entrepreneurial Feasibility Analysis **Credits: 3**
- ENT 650 - Advanced Entrepreneurial Finance **Credits: 3**
- ENT 655 - Planning a New Venture **Credits: 3**
- ENT 660 - Entrepreneurial Strategy - Part 1 **Credits: 3**
- ENT 670 - Entrepreneurial Strategy - Part 2 **Credits: 3**

### Entrepreneurship Concentration

Students focus on launching or growing an entrepreneurial firm.

- ENT 600 - Entrepreneurial Planning **Credits: 3**
- ENT 630 - Entrepreneurial Growth **Credits: 3**
- ENT 645 - Entrepreneurial Marketing **Credits: 3**

### Innovation Leadership Concentration

Students focus on identifying, driving, and leveraging innovation for internal opportunities, typically within an existing organization.

- ENT 615 - Design Thinking **Credits: 3**
- ENT 635 - Intrapreneurship: Innovation within Organizations **Credits: 3**
- ENT 637 - Building Innovative Organizations **Credits: 3**

### GPA Requirements

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

## **Master of Science in Athletic Training**

Athletic Trainers are highly qualified, multi-skilled healthcare professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. The Master of Science in Athletic Training consists of a 64-credit hour, residential graduate program designed for students pursuing a career as an Athletic Trainer. Students will complete a comprehensive curriculum of didactic education and clinical/experiential learning. The course outcomes align with the current Commission on Accreditation of Athletic Training Education (CAATE) accreditation standards and the Board of Certification (BOC) Practice Analysis. The program will emphasize primary and emergent care to provide access to healthcare for all physically active populations.

The following are requirements for application to the Master of Science in Athletic Training Program.

- 50 hours of observation with an athletic trainer
- 3 letters of recommendation- one must be from an athletic trainer
- Statement of Interest/Cover Letter that includes why you want to become an Athletic Trainer
- Resume
- Unofficial Transcript(s)- (official transcripts will need to be sent after acceptance to program and completion of undergraduate degree)
- Required Pre-requisite Courses with a grade of a "C" or higher
  - 3 Credits Nutrition
  - 8 Credits of Anatomy and Physiology (must include lab)
  - 4 Credits Biology (must include lab)
  - 4 Credits Chemistry (must include lab)
  - 4 Credits Physics (must include lab)
  - 3 Credits Psychology (introduction)

#### Major Requirements

- ATTR 510 - Gross Human Anatomy **Credits: 3**
- ATTR 520 - Emergency Procedures in Athletic Training I **Credits: 2**
- ATTR 522 - Emergency Procedures in Athletic Training II **Credits: 1**
- ATTR 523 - Clinical Procedures in Athletic Training **Credits: 2**
- ATTR 530 - Therapeutic Interventions **Credits: 4**
- ATTR 540 - Evidence Based Practice I **Credits: 1**
- ATTR 541 - Evidence Based Practice II **Credits: 1**
- ATTR 550 - Pathophysiology and Pharmacology I **Credits: 2**
- ATTR 552 - Pathophysiology and Pharmacology II **Credits: 2**
- ATTR 560 - Orthopedic Assessment and Treatment I **Credits: 5**
- ATTR 562 - Orthopedic Assessment and Treatment II **Credits: 5**
- ATTR 583 - Clinical Education I **Credits: 2**
- ATTR 584 - Clinical Education II **Credits: 3**
- ATTR 610 - Behavioral Health in Athletic Training **Credits: 2**
- ATTR 612 - Public Health and Athletic Training **Credits: 2**
- ATTR 630 - Manual Therapy **Credits: 2**
- ATTR 635 - Injury Prevention & Performance Enhancement **Credits: 3**
- ATTR 640 - Evidence Based Practice III **Credits: 1**
- ATTR 650 - Administration & Organization in Athletic Training **Credits: 3**
- ATTR 652 - Transition to Professional Practice **Credits: 2**
- ATTR 660 - Neuroanatomy and Spine Assessment & Treatment **Credits: 3**
- ATTR 670 - Athletic Training in Primary Care **Credits: 3**
- ATTR 674 - Diagnostic Testing **Credits: 1**
- ATTR 683 - Clinical Education III **Credits: 1**
- ATTR 684 - Clinical Education IV **Credits: 6**
- ATTR 685 - Clinical Education V **Credits: 2**

#### Electives

- ATTR 594 - Special Topics **Credits:** 1-3
- ATTR 682 - Independent Study **Credits:** 1-3
- ATTR 686 - Clinical Education VI **Credits:** 2
- ATTR 694 - Special Topics **Credits:** 1-3, R2

### **Nurse Educator (Post Master's Certificate)**

The Nurse Educator post master's certificate is available for those students who have earned a Master of Science in Nursing (M.S. or M.S.N.) degree or those with a master's degree in a related discipline. The postgraduate certificate program requires 12 semester hours of study and can be completed in four semesters. The postgraduate degree prepares nurses in an advanced practice role with competency in one of three educational areas: academic educator, staff educator, or patient educator.

#### Course Requirements

These are the courses required to complete the Nurse Educator Certificate.

- NSG 651 - Teaching/Learning in Nursing Education **Credits:** 3
- NSG 652 - Curriculum Development **Credits:** 3
- NSG 653 - Test and Measurement **Credits:** 3
- NSG 687 - Practicum in Nursing Education **Credits:** 2
- NSG 680 - Independent Study **Credits:** 1-3, R6

### **Nursing (D.N.P.) Doctor in Nursing Practice**

Requires 34 hours.

The Post-Masters Doctor of Nursing Practice degree prepares graduates to analyze systems of care and provide transformational leadership to improve patient safety, quality of care, and implement evidence-based culturally competent care practices. Graduates from this program will be able to interpret and apply research findings to practice settings, determine and measure systems and population outcomes, manage information systems and use appropriate technology for health and risk communication. Upon completion of the DNP program, graduates will:

- Analyze and integrate evidence from nursing science with evidence from other relevant scientific disciplines to form a scientific foundation for advanced practice in nursing.
- Apply clinical scholarship, scientific evidence, and analytical methods to improve health care outcomes.
- Develop and evaluate systems to enhance safety and quality of health care.
- Advocate and participate in collaborative interdisciplinary efforts to improve health outcomes at the practice/organization, community, state and national levels.
- Engage in culturally competent and ethically sound advanced nursing practice.
- Demonstrate leadership in the improvement of patient outcomes and transformation of health care delivery.
- Manage directly the complex problems of clients/populations and systems to facilitate access and navigation of the health care system to improve health outcomes.

Admissions Requirements for Post-MSN DNP:



- An overall GPA of at least 3.5 (on a 4.0 scale) in the MSN program as documented by official transcripts.
- Earned master's in nursing in an advanced nursing practice specialty from a nationally accredited program.
- Current RN licensure in their state of residence.
- Evidence of a national standardized test score (e.g. GRE, MAT, GMAT).
- APRNS must provide evidence of current national certification and meet the requirements for practice in their state of residence.
- An essay that address, 1) advanced practice expertise, 2) career goals, 3) how the DNP will foster achievement of these goals, and 4) plans for DNP project.
- Resume/curriculum vitae.
- Three recommendations that should address the practice capabilities of the candidate.
- For international students, submission of TOEFL scores with a minimum score of 557 for the paper test and 220 for the computer test.
- Additional evidence for consideration of the application can be uploaded (e.g. publications, posters, evidence-based practice projects).
- Applicants who do not meet the above criteria can meet with the Program Coordinator to discuss other factors that may have a bearing on admission.
- Evidence of 500 supervised clinical hours within the MSN program.

#### Program Requirements

Students must maintain a cumulative 3.0 GPA. A student who accumulates two grades of C, or any grade of F, or U will automatically be dismissed from the DNP Program. This standard supersedes the WCU Graduate School standard.

#### Major Requirements (25 Credits)

- NSG 801 - Essentials of Academic Writing **Credits: 1**
- NSG 802 - Community Epidemiology **Credits: 3**
- NSG 814 - Foundations and Applications of Evidence-Based Practice **Credits: 3**
- NSG 815 - Healthcare Program Evaluation and Quality **Credits: 3**
- NSG 816 - Global Health and Social Justice **Credits: 3**
- NSG 817 - Applied Biostatistics **Credits: 3**
- NSG 822 - Health Care Policy and Ethics **Credits: 3**
- NSG 823 - Economic and Financial Aspects of Healthcare Systems **Credits: 3**
- NSG 826 - Leadership and Health Care Systems **Credits: 3**

#### DNP Project and Practicum (9 credits)

This course must be repeated 3 times over 3 sequential semesters for a minimum of 9 credits total. This course may be repeated as needed beyond the 9 credits to complete the DNP scholarly project.

- NSG 917 - DNP Project and Practicum **Credits: 3, R9**

#### Graduation Requirements

Completion of required Practicum hours, successful presentation and implementation of a project, completion of a successful final paper and oral presentation, and dissemination of DNP scholarly project during the enrollment in DNP project and practicum courses.

## **Nursing (D.N.P.) Doctor of Nursing Practice - Family Nurse Practitioner Concentration**

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, applicants for the Doctor of Nursing Practice (D.N.P.) - Family Nurse Practitioner Concentration Program must possess a B.S.N. from a regionally accredited college or university and a nationally accredited nursing program with at least a 3.00 on a 4.00 scale in the nursing major. They must have completed an undergraduate or graduate level statistics course and a course in research methods. They must also submit three professional references, a resume, and a professional statement (details at <http://www.wcu.edu/learn/departments-schools-colleges/HHS/hhs-schools-depts/nursing/>).

Applicants must be a registered nurse eligible for licensure to practice in North Carolina and have a minimum of one year of clinical nursing experience within the past five years and may be required to participate in an interview session that includes a written exercise. Applicants who are admitted to the program must own or have access to a computer with Internet service. Computer literacy is a necessary prerequisite. Meeting minimum requirements for admission does not guarantee acceptance into a program.

### **Program Description**

The BSN-DNP (FNP Concentration) Program prepares nurses in an advanced practice role with competencies based on scientific inquiry, information literacy and ethics. Upon completion, graduates will be prepared to provide quality primary health care, health promotion, disease prevention, and management of common conditions across the life span. The 9-semester program is a full-time curriculum over 36 months and requires a minimum of 83 course credits and 1000 clinical hours. New student cohorts will be admitted in May of each year for the summer semester. The program will require travel to sites in Western North Carolina for clinical practicum rotations. A comprehensive exam will be required during the final semester. The research requirement is a nine-hour doctoral project that is to be completed during the final part of the program.

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

**Application Deadline:** September 15th of each year for Summer (May) entry.

Family Nurse Practitioner Concentration (83 hours)

- NSG 801 - Essentials of Academic Writing **Credits:** 1
- NSG 802 - Community Epidemiology **Credits:** 3
- NSG 804 - Primary Care of Adults **Credits:** 3
- NSG 805 - Primary Care of Female Adolescents and Women **Credits:** 3
- NSG 806 - Primary Care of Geriatric Clients **Credits:** 3
- NSG 807 - Primary Care of Children and Adolescents **Credits:** 3

- NSG 809 - Social and Behavioral Health Problems **Credits: 3**
- NSG 811 - Advanced Pathophysiology for Nurse Practitioners **Credits: 3**
- NSG 812 - Advanced Health Physical Assessment and Diagnostics **Credits: 3**
- NSG 813 - Advanced Applied Health Assessment and Diagnostics **Credits: 3**
- NSG 814 - Foundations and Applications of Evidence-Based Practice **Credits: 3**
- NSG 817 - Applied Biostatistics **Credits: 3**
- NSG 819 - Advanced Pharmacology for Nurse Practitioners **Credits: 3**
- NSG 820 - FNP Clinical Management: Adult Focus **Credits: 3**
- NSG 821 - FNP Clinical Management: Women's Health Focus **Credits: 3**
- NSG 822 - Health Care Policy and Ethics **Credits: 3**
- NSG 823 - Economic and Financial Aspects of Healthcare Systems **Credits: 3**
- NSG 824 - FNP Clinical Management: Geriatric Focus **Credits: 3**
- NSG 825 - FNP Clinical Management Pediatric Focus **Credits: 3**
- NSG 826 - Leadership and Health Care Systems **Credits: 3**
- NSG 828 - FNP Clinical Management: Primary Care **Credits: 4**
- NSG 829 - FNP Professional Practice in Primary Care **Credits: 3**
- NSG 908 - Integrative Health Promotion & Holistic Disease Management **Credits: 3**
- NSG 909 - Primary Care Office Procedures **Credits: 3**
- NSG 910 - Expanded Advanced Clinical Practice for FNP **Credits: 6**
- NSG 916 - DNP Scholarly Project **Credits: 1-2, R6**

### **Nursing (D.N.P.) Doctor of Nursing Practice - Nurse Anesthesia Concentration**

The Nurse Anesthesia Program will provide students with academic and clinical experiences that lead to a DNP degree. The 36 month program is full-time and requires a minimum of 86 course credits. New classes will be admitted in May of each year for the summer semester. The program will require travel to assigned clinical facilities in Western North Carolina, Upstate South Carolina, And Louisville, Kentucky including weekend and call rotations. A written comprehensive exam will be required during the final semester. The research requirement is a six-hour project that is to be completed during the final semesters of the program.

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

#### **Program Requirements**

Students must maintain a cumulative 3.0 GPA. A student who accumulates two grades of C, or any grade of F, or U will automatically be dismissed from the DNP Program. This standard supersedes the WCU Graduate School standard.

#### **Major Requirements**

##### **DNP Core Courses (18 credits)**

- NSG 822 - Health Care Policy and Ethics **Credits: 3**

- NSG 823 - Economic and Financial Aspects of Healthcare Systems **Credits: 3**
- NSG 826 - Leadership and Health Care Systems **Credits: 3**
- NSG 802 - Community Epidemiology **Credits: 3**
- NSG 814 - Foundations and Applications of Evidence-Based Practice **Credits: 3**
- NSG 817 - Applied Biostatistics **Credits: 3**

#### Nurse Anesthesia Track Core Courses (39 credits)

- NSG 800 - Professional Aspects of Nurse Anesthesia Practice **Credits: 3**
- NSG 801 - Essentials of Academic Writing **Credits: 1**
- NSG 808 - Foundational Science for Nurse Anesthesia **Credits: 2**
- NSG 810 - Advanced Physical Assessment and Diagnosis **Credits: 3**
- NSG 830 - Advanced Physiology for Nurse Anesthetists **Credits: 3**
- NSG 831 - Advanced Pathophysiology for Nurse Anesthetists I **Credits: 3**
- NSG 832 - Advanced Pathophysiology for Nurse Anesthetists II **Credits: 3**
- NSG 840 - Basic Principles of Anesthesia **Credits: 3**
- NSG 841 - Advanced Principles of Anesthesia I **Credits: 3**
- NSG 842 - Advanced Principles of Anesthesia II **Credits: 3**
- NSG 843 - Advanced Principles of Anesthesia III **Credits: 3**
- NSG 861 - Advanced Anesthesia Pharmacology I **Credits: 4**
- NSG 862 - Advanced Anesthesia Pharmacology II **Credits: 3**
- NSG 888 - Nurse Anesthesia Review **Credits: 2**

#### Clinical Anesthesia Practicum and Seminar Courses (23 credits)

- NSG 901 - Clinical Anesthesia Practicum/Seminar I **Credits: 2**
- NSG 902 - Clinical Anesthesia Practicum/Seminar II **Credits: 2**
- NSG 903 - Clinical Anesthesia Practicum/Seminar III **Credits: 3**
- NSG 904 - Clinical Anesthesia Practicum/Seminar IV **Credits: 4**
- NSG 905 - Clinical Anesthesia Practicum/Seminar V **Credits: 4**
- NSG 906 - Clinical Anesthesia Practicum/Seminar VI **Credits: 4**
- NSG 907 - Clinical Anesthesia Practicum **Credits: 4**

#### DNP Project (6 credits)

This course must be repeated five times over five sequential semesters for a minimum of six credits total. The course may be repeated as needed beyond six credits to complete the DNP Scholarly Project.

- NSG 916 - DNP Scholarly Project **Credits: 1-2, R6**

#### Graduation Requirements

Completion of required clinical hours, dissemination of DNP project results, and successful completion of a comprehensive exam.

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

## Program Admission Requirements

In addition to the Graduate School Admission Requirements, applicants for the Master of Science degree in Nursing - Nurse Educator must possess a B.S.N. from a regionally accredited college or university and a nationally accredited nursing program with at least a 3.00 on a 4.00 scale for the last 60 hours of undergraduate work. They must 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.

## Program Description

The Master of Science degree in Nursing - Nurse Educator, prepares nurses in an advanced practice role with competency in one of three educational areas: academic educator, staff educator, or patient educator. The three-year program requires 38 to 39 semester hours of graduate course work including a 2 credit hour teaching practicum and a 2 credit hour clinical specialty course that includes 45 contact hours of practicum. The total number of required hours depends on whether the thesis option is selected. A written comprehensive exam will be required during the final semester. The research requirement is a two-hour project that is to be completed during the final semesters of the program. Students selecting the thesis option will be exempt from the research project requirement.

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

### MSN Core for NE (16-18 hours)

- NSG 501 - Advanced Practice Nursing: Roles and Professional Issues **Credits: 2**
- NSG 510 - Theory for Advanced Practice Nursing **Credits: 2**
- NSG 511 - Research for Advanced Practice Nursing **Credits: 3**
- NSG 516 - Economics and Organization of Health Care **Credits: 2**
- NSG 517 - Pathophysiology for the Advanced Practice Nurse **Credits: 3**
- NSG 679 - Research Project **Credits: 1-2, R6**  
or
- NSG 699 - Thesis **Credits: 1-3, R6**

### NE Cognate (18 hours)

- NSG 583 - Clinical Specialty for Nurse Educators **Credits: 2**
- NSG 603 - Advanced Physical Assessment and Clinical Diagnostics **Credits: 2**
- NSG 618 - Survey of Pharmacotherapeutics **Credits: 3**
- NSG 648 - Nursing Leadership in Healthcare Organizations **Credits: 3**
- NSG 651 - Teaching/Learning in Nursing Education **Credits: 3**
- NSG 652 - Curriculum Development **Credits: 3**
- NSG 653 - Test and Measurement **Credits: 3**
- NSG 654 - Nursing Informatics **Credits: 3**

- NSG 687 - Practicum in Nursing Education **Credits: 2**  
(180 clock hours)

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

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, applicants for the Master of Science degree in Nursing - Nursing Leadership Concentration, must possess a B.S.N. from a regionally accredited college or university and a nationally accredited nursing program with at least a GPA of 3.00 on a 4.00 scale of the last 60 hours of undergraduate course work. They must complete an undergraduate or graduate level statistics course and a course in research methods. They must also submit three professional references (including one from a current or recent employer), a resume, and a professional statement (details at <http://www.wcu.edu/apply/wcu-graduate-school/graduate-degree-programs/nursing-graduate-degree.asp>.)

Applicants must be a registered nurse eligible for licensure to practice in North Carolina and have a minimum of one year of clinical nursing experience within the past five years and may be required to participate in an interview session that includes a written exercise. Applicants who are admitted to the program must own or have access to a computer with internet service. Computer literacy is a necessary prerequisite. Meeting minimum requirements for admission does not guarantee acceptance into a program.

### **Program Description**

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

In addition to the academic requirements, students are expected to adhere to the technical and professional standards of the program. For the most up to date information regarding these standards, program suspension, and termination refer to the program's website linked at: <https://www.wcu.edu/learn/departments-schools-colleges/HHS/nursing/index.aspx>.

### **M.S. in Nursing Core**

- NSG 501 - Advanced Practice Nursing: Roles and Professional Issues **Credits: 2**
- NSG 510 - Theory for Advanced Practice Nursing **Credits: 2**
- NSG 511 - Research for Advanced Practice Nursing **Credits: 3**
- NSG 516 - Economics and Organization of Health Care **Credits: 2**
- NSG 679 - Research Project **Credits: 1-2, R6**  
or
- NSG 699 - Thesis **Credits: 1-3, R6**

### **Nursing Leadership Concentration**

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

### **Physical Therapy (D.P.T.)**

**Total semesters: 8**

**Total credit hours: 112**

**Total courses: 43**

### **Program Description**

The Doctor of Physical Therapy degree program requires a minimum of 112 hours of approved coursework, including at least 3 full-time clinical practicum experiences (30 weeks total). The curriculum consists of basic sciences, physical therapy sciences, scientific inquiry, clinical reasoning, and clinical practicum experiences.

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

Completion of the following coursework and successful performance on a comprehensive examination are required for graduation. The program is structured as a 33 month, lockstep, full-time, curriculum. The program must be completed within 6 years.

### **Program Admission Requirements**

Applicants for the physical therapy program must apply to both the Graduate School and the Physical Therapy Central Application Service (PTCAS). To apply to the Graduate School, pay the application fee and submit official scores from the CASPer (a situational judgment exam) through the Graduate School's online process. To apply to PTCAS, applicants will list all undergraduate and graduate courses and verify with an official transcript; and list three references who will be expected to submit a reference online.

To qualify for admission, applicants are expected to have completed a baccalaureate degree from a regionally accredited college or university with a minimum overall GPA of 3.0. In addition, applicants must have completed the following courses prior to admission: 6-8 credit hours of biology, 6-8 credit hours of human anatomy and physiology; 6-8 credit hours of general chemistry; 6-8 credit hours of general

physics, 3 credit hours of statistics, and 3 credit hours of exercise physiology. All science courses must include laboratory components. Applicants must have successfully completed all outstanding pre-requisite courses prior to enrolling in physical therapy courses. Pre-requisite coursework must have been completed within the last 7 years prior to the projected enrollment date. The department accepts only full-time students. All accepted students are required to have a criminal background check completed consistent with policy and procedures established by the College of Health and Human Sciences.

## Year One

### Fall Semester

- PT 811 - Introduction to Clinical Care **Credits: 2**
- PT 817 - Movement System Examination I **Credits: 2**
- PT 821 - Clinical Anatomy I **Credits: 3**
- PT 823 - Movement Science I **Credits: 3**
- PT 841 - Evidence Informed Practice I **Credits: 3**
- PT 871 - Integrated Clinical Education I **Credits: 1**
- PT 895 - Professional Development I **Credits: 3**

### Spring Semester

- PT 818 - Movement System Examination II **Credits: 2**
- PT 822 - Clinical Anatomy II **Credits: 2 SH**
- PT 824 - Movement Science II **Credits: 3**
- PT 832 - Applied Pathophysiology **Credits: 3**
- PT 842 - Evidence Informed Practice II **Credits: 2**
- PT 872 - Integrated Clinical Education II **Credits: 1**
- PT 922 - Neuroscience **Credits: 4**

### Summer Semester

- PT 812 - Physical Therapy Interventions **Credits: 4**
- PT 815 - Health Screening and Diagnostics **Credits: 3**
- PT 826 - Cardiovascular and Pulmonary Physical Therapy **Credits: 3**
- PT 827 - Human Growth and Development **Credits: 2**
- PT 861 - Motor Behavior **Credits: 2**
- PT 873 - Integrated Clinical Education III **Credits: 1**

## Year Two

### Fall Semester

- PT 874 - Integrated Clinical Education IV **Credits: 1**
- PT 899 - Doctoral Project **Credits: 2, R4**
- PT 923 - Neuromuscular Physical Therapy I **Credits: 5**
- PT 932 - Applied Pharmacology **Credits: 1**
- PT 951 - Musculoskeletal Physical Therapy I **Credits: 4**



- PT 996 - Professional Development II **Credits: 2**

#### Spring Semester

- PT 875 - Integrated Clinical Education V **Credits: 1**
- PT 899 - Doctoral Project **Credits: 2, R4**
- PT 924 - Neuromuscular Physical Therapy II **Credits: 4**
- PT 945 - Physical Therapy for Older Adults **Credits: 2**
- PT 952 - Musculoskeletal Physical Therapy II **Credits: 5**
- PT 997 - Professional Development III **Credits: 3**

#### Summer Semester

- PT 814 - Care of Select Populations **Credits: 3**
- PT 876 - Integrated Clinical Education VI **Credits: 1**
- PT 927 - Pediatric Physical Therapy **Credits: 3**
- PT 930 - Health Promotion and Wellness **Credits: 1**
- PT 999 - Leadership and Management in Physical Therapy **Credits: 3**

#### Year Three

##### Fall Semester

- PT 954 - Clinical Reasoning I **Credits: 2**
- PT 981 - Clinical Practicum I **Credits: 4**
- PT 982 - Clinical Practicum II **Credits: 4**

##### Spring Semester

- PT 920 - Capstone Course **Credits: 1**
- PT 955 - Clinical Reasoning II **Credits: 2**
- PT 983 - Clinical Practicum III **Credits: 7**

#### **Primary Care Certificate**

Total number of hours for the program: 12.

The WCU Primary Care Certificate program is designed to support and develop baccalaureate-prepared registered nurses for practice in primary care settings. The competency-based program includes online didactic training modules, high-fidelity virtual simulation experiences, and practicum-focused projects to support development of competencies for nursing practice.

#### **Program Competencies:**

1. Engage in effective collaboration with healthcare team members and clients to support team-based, integrated delivery of primary care services.

2. Conduct holistic assessment to include impact of social determinants of health, psychosocial and mental well-being, along with acute and chronic disease processes and the human response.
3. Utilize critical thinking and clinical reasoning skills to provide safe, compassionate, and high quality nursing care to clients and their families in the primary care setting.
4. Manage primary care service delivery to clients across spheres of care (health promotion, disease prevention, and management, restorative and palliative supportive care) and stages of the lifespan.
5. Integrate research and best practice with clinical expertise and a client's own unique values and circumstances to support evidence-based care.
6. Support population health, care transitions, and client care management and to promote safe provision of care and positive patient and practice outcomes.
7. Examine healthcare financing and its impact on client care provision, practice outcomes, and nursing practice in the primary care setting.
8. Advocates for the nursing roles in primary care that support practices to the full licensed scope of BSN-RN.
9. Supports valuable teaching and learning experiences for learners to role model safe client care using evidence-based practice.

#### Primary Care Certificate Purpose and Goals

This certificate will prepare baccalaureate nurses to function at the highest level of their license in all aspects of inter-professional primary care. Nurses will be prepared to function as leaders and educators providing excellent care in patient-centered health maintenance, prevention of illness, chronic disease management, triage, case management, quality metrics and population health.

#### Required Courses:

- NSG 521 - Healthcare Finance and Reimbursement in Primary Care **Credits: 2**
- NSG 522 - Care Coordination and Care Management to Support Value-Based Care **Credits: 2**
- NSG 523 - Professional Nursing Roles in Primary Care **Credits: 2**
- NSG 524 - Care through the Lifespan through the Primary Care Lens **Credits: 2**
- NSG 525 - Teamwork and Communication in Primary Care **Credits: 2**
- NSG 526 - Quality and Safety in the Primary Care Setting **Credits: 2**

#### **Project Management (Post Baccalaureate Certificate)**

The Post-Baccalaureate Graduate Certificate in Project Management is a "boot camp" styled program designed for anyone interested in learning about the profession of project management and the contributions project managers make in leading project teams to accomplish organizational goals. The program is delivered 100% online. Prior work experience or experience on project teams is not required. The GMAT is not required for admission. Candidates for the Post-Baccalaureate Graduate Certificate in Project Management must have completed at least a baccalaureate degree from a regionally accredited institution and have a 3.0 or better grade point average.

If a student desires, it is possible to continue study in the M.P.M. degree program <http://mpm.wcu.edu> after completing the certificate program. However, the student must meet the admission requirements for the M.P.M. program. At the discretion of the Program Director, successful students may be given credit for the PM 650 introductory course in the MPM program.

The Post-Baccalaureate Graduate Certificate in Project Management will be awarded upon successful completion of the following four courses:

#### Required

- PMC 610 - Project Initiation and Planning **Credits: 3**
- PMC 620 - Project Execution and Closeout **Credits: 3**
- PMC 630 - The Project Manager and People Skills **Credits: 3**
- PMC 640 - Managing Project Teams **Credits: 3**

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

#### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, applicants must have an undergraduate degree from a regionally accredited institution of higher education and relevant work experience of at least 2-3 years in projects and project management. Applicants must submit a recommendation letter from a current or past employer, a goal statement that includes the program to which they are applying, their professional goals and aspirations, their motivation for applying to the program, and any relevant formal or informal experiences and current resume.

A GMAT (or GRE) test score is optional. A minimum GMAT (or a GRE equivalent) score of 400 is preferred in verbal and quantitative tests; higher scores improve the chance of admission. GMAT scores are waived for applicants holding a graduate degree from a regionally accredited institution of higher education.

Applicants will score based on work experience, undergraduate GPA, GMAT score (or equivalent) and additional qualifications. Full details are available on the program's web page.

#### **Program Description**

The Master of Project Management degree program is an online program designed primarily to assist those involved with project management initiatives. The Master of Project Management degree program requires 30-36 semester hours, consisting of five or six 6-semester-hour courses, all of which are online and Web-based. The total number of required hours depends on whether the student qualifies to receive a waiver for PM 650 (6 credit-hours) based on holding any of the following additional qualifications and at the discretion of the program director: PMP professional certification, PRINCE2 professional certification, or a graduate certificate in PM from any accredited university in the US.

#### **Program Requirements**

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

Any student receiving a final grade of "C" in two courses will be dismissed from the MPM program.

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

#### Degree Program Required Courses

- PM 650 - The Project Management Mindset and Project Teams **Credits: 6**
- PM 652 - Project Selection, Initiation, and Legal Considerations **Credits: 6**
- PM 654 - Project Planning **Credits: 6**
- PM 656 - Project Execution **Credits: 6**
- PM 658 - Project Closeout, Ethics, and Approaches **Credits: 6**
- PM 660 - Advanced Topics in Project Management **Credits: 6**

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

#### **Program Description**

The M.A. in Psychology degree consists of two concentrations, Clinical Psychology and School Psychology. The M.A. School Psychology concentration will be available only to students accepted into the Specialist in School Psychology degree program and completed en route to the Specialist in School Psychology degree. There is no direct application to the M.A. School Psychology concentration.

#### **Program Admission Requirements for Clinical Concentration**

In addition to the Graduate School Admission Requirements, a B average calculated for the last two years of the applicant's most recent program is required. An undergraduate psychology degree is not required. However, applicants should have at least 18 hours of undergraduate credit in psychology which must include general psychology, 6 hours of statistics and/or research methods, and abnormal psychology. Three letters of recommendation from academic and relevant professional sources are required; personal references and professional references from unrelated fields will not be accepted. A curriculum vita should also be provided. An official GRE General Test score report from within the past five years must be provided by applicants with a cumulative undergraduate GPA less than 3.4. Submission of GRE General Test scores are optional for applicants with a cumulative undergraduate GPA of 3.4 or above. Applicants must also submit a personal statement written in three (3) double-spaced pages or less describing the candidate's background and experiences in psychology, specific reasons for interest in WCU's M.A. Program, research interests, and career goals. Finally, a personal interview may be requested.

#### **Program Admission Requirements for School Psychology Concentration**

See the School Psychology (S.S.P.) program description for more information.

**Clinical Psychology Concentration:** The Clinical Psychology M.A. concentration requires the completion of 50 semester hours. Students will complete two semesters of practicum (6 hours). Students must earn a grade of "B" or better in all core courses. These are PSY 661 (Psychological Assessment I), PSY 662 (Psychological Assessment II - Adult Focus), PSY 675 (Cognitive Behavioral Interventions), and PSY 686 (Practicum). If a student earns a "C" in any of these course, the courses must be retaken. In addition, students will complete a minimum of two research projects over the course of the program (12 hours total): a faculty directed project and a more advanced and in-depth thesis project. Degree candidates in the clinical psychology concentration 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.

**School Psychology Concentration:** The School Psychology M.A. concentration requires the completion of 50 semester hours. Students will complete two practica (6 hours total) and a thesis (6 hours total). Successful completion of the program will enable students to apply to doctoral level programs *but will not lead to licensure eligibility through state educational agencies.*

### **Statement on Course Load**

Psychology students are exempt from the standard course load limit and may enroll into a maximum of sixteen hours per term.

### Core Requirements (16 hours)

- PSY 624 - Advanced Developmental Psychology **Credits: 3**
- PSY 651 - Advanced Research Methods and Statistics I **Credits: 3**
- PSY 652 - Advanced Research Methods and Statistics II **Credits: 3**
- PSY 661 - Psychological Assessment I **Credits: 4**
- PSY 675 - Cognitive Behavioral Interventions **Credits: 3**

### Concentration Coursework (34 hours)

*Additional coursework is determined by the concentration selected.*

### Clinical Psychology Concentration

#### Concentration Requirements (16 hours)

- PSY 662 - Psychological Assessment II - Adult Focus **Credits: 4**
- PSY 671 - Advanced Psychopathology **Credits: 3**
- PSY 672 - Empirically Based Treatments **Credits: 3**
- PSY 677 - Group Psychotherapy **Credits: 3**
- PSY 748 - Human Neuropsychology - Adult Focus **Credits: 3**

### Research (12 hours)

Students must complete 3 hours of PSY 680, 3 hours of PSY 599, and 6 hours of PSY 699.

- PSY 599 - Thesis Proposal **Credits: 3**
- PSY 680 - Directed Study in Psychology **Credits: 3, R9**
- PSY 699 - Thesis **Credits: 3, R6**

### Practicum (6 hours)

Students must complete a combined 6 hours of PSY 687 and/or PSY 686, at least 2 hours of which must be PSY 686.

- PSY 686 - Internal Practicum in Psychology **Credits:** 1-4, R12
- PSY 687 - External Practicum in Psychology **Credits:** 1-4, R12

### School Psychology Concentration

#### Concentration Requirements (22 hours)

- PSY 622 - Academic Interventions and Settings **Credits:** 3
- PSY 623 - School-Based Consultation **Credits:** 3
- PSY 664 - Psychological Assessment II - Child Focus **Credits:** 4
- PSY 665 - Psychological Assessment III **Credits:** 3
- PSY 673 - Professional Issues **Credits:** 3
- PSY 674 - Advanced Child Psychopathology **Credits:** 3
- PSY 685 - School-Based Mental and Behavioral Health **Credits:** 3

#### Practicum (6 hours)

Students must complete both 3 hours of PSY 686 and 3 hours of PSY 687.

- PSY 686 - Internal Practicum in Psychology **Credits:** 1-4, R12
- PSY 687 - External Practicum in Psychology **Credits:** 1-4, R12

#### Research (6 hours)

Students must complete 6 hours of PSY 699.

- PSY 699 - Thesis **Credits:** 3, R6

### Psychology (S.S.P.)

#### Program Admission Requirements

In addition to the Graduate School Admission Requirements, a B average calculated for the last two years of undergraduate work is required. An undergraduate degree in psychology is not required but transcripts will be reviewed as to which psychology courses were taken as an undergraduate. An official GRE General Test score report from within the past five years must be provided by applicants with a cumulative undergraduate GPA less than 3.2. Submission of GRE General Test scores are optional for applicants with a cumulative undergraduate GPA of 3.2 or above. Applicants must also submit a personal statement describing the applicant's interest in school psychology and the graduate program at WCU as well as a resume/curriculum vita. Finally, three letters of recommendation need to be provided from former instructors or relevant professional sources who are in a position to judge the applicant's aptitude for graduate study and work as a school psychologists. A face-to-face or online personal interview will be required.

#### Program Description

The school psychology program provides a terminal Specialist in School Psychology degree program that requires the completion of 71 semester hours. Students earn the M.A. in General Psychology with a concentration in School Psychology (50 hours required) on the way to completing the Specialist degree.

The program includes two practica (6 hours total), a year-long internship (12 hours total) and the completion of a thesis project (6 hours total). Successful completion of the program, including passing the Praxis II exam and requirements related to licensure, will lead to recommendation for Level II licensure and National Certification as a School Psychologist (NCSP).

### **Statement on Course Load**

Psychology students are exempt from the standard course load limit and may enroll into a maximum of sixteen hours per term.

Specialist in School Psychology Hours: 71

44 Hours of Coursework

- PSY 622 - Academic Interventions and Settings **Credits: 3**
- PSY 623 - School-Based Consultation **Credits: 3**
- PSY 624 - Advanced Developmental Psychology **Credits: 3**
- PSY 651 - Advanced Research Methods and Statistics I **Credits: 3**
- PSY 652 - Advanced Research Methods and Statistics II **Credits: 3**
- PSY 661 - Psychological Assessment I **Credits: 4**
- PSY 663 - Assessment and Intervention with Preschool Children **Credits: 3**
- PSY 664 - Psychological Assessment II - Child Focus **Credits: 4**
- PSY 665 - Psychological Assessment III **Credits: 3**
- PSY 673 - Professional Issues **Credits: 3**
- PSY 674 - Advanced Child Psychopathology **Credits: 3**
- PSY 675 - Cognitive Behavioral Interventions **Credits: 3**
- PSY 685 - School-Based Mental and Behavioral Health **Credits: 3**
- PSY 695 - Advanced Professional Issues **Credits: 3**

#### **3 Hours Elective**

Students select one related course determined through consultation with the Program Director.

#### **6 Hours of Practicum:**

- PSY 687 - External Practicum in Psychology **Credits: 1-4, R12**
- PSY 686 - Internal Practicum in Psychology **Credits: 1-4, R12**

#### **12 Hours of Internship:**

- PSY 683 - Internship in Psychology **Credits: 6**
- PSY 684 - Internship in Psychology **Credits: 6**

#### **6 hours of Research:**

- PSY 699 - Thesis **Credits: 3, R6**

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

#### **Program Description**

The Master of Public Affairs is a professional degree program designed to prepare students to lead and manage in public affairs. Students will study the context and fundamental principles of managing public service organizations, both government and nonprofit, as well as the policy challenges that these types of organizations encounter. The program is suitable for students who possess professional experience and seek additional education to prepare for career advancement (in-service students) and also for students planning careers in the public service area (pre-service students). Coursework integrates public affairs

theory and practice to improve the leadership, managerial, analytical, and communication skills of students and includes areas of emphasis on local government and nonprofit leadership, particularly within the Western North Carolina region. The course of study provides accessibility to working professionals and flexibility for students to choose from elective courses to fit their professional goals.

#### Public Affairs Core (27 hours)

- PA 669 - Legal Issues in Public Affairs **Credits: 3**
- PA 670 - Public Affairs Administration **Credits: 3**
- PA 671 - Public Budgeting and Financial Management **Credits: 3**
- PA 672 - Public Organizational Theory and Behavior **Credits: 3**
- PA 673 - Public Policy Analysis **Credits: 3**
- PA 674 - Research Methods for Public Affairs **Credits: 3**
- PA 677 - Public Human Resource Management **Credits: 3**
- PA 685 - Internship in Public Affairs **Credits: 3**
- PA 699 - Public Affairs Capstone Experience **Credits: 3**

#### Requirements

The program requires a minimum of 39 semester hours. Each student must complete the Public Affairs core requirements (27 hours), and 12 hours of guided electives. Students without public service experience will be required to complete an internship (PA 685). Students with public service experience may request to replace the internship with 3 hours of coursework selected from program electives. At least 2 electives (6 hours) must be taken from MPA program offerings (designated PA in the catalog). Any electives taken outside of MPA program, either at WCU or another university, must be approved by the MPA committee in order to be counted towards fulfilling the elective hours requirement. Forms for internship replacement requests and outside elective requests can be found on the MPA web page.

#### Public School Leadership (Post Master's Certificate)

##### Program Admission Requirements:

Applicants must:

- have completed a Master's degree in Education or a related field from an accredited institution.
- hold or be eligible to hold a North Carolina A teaching license or a comparable license for another state.
- have completed at least 3 years of successful full-time teaching or equivalent experience in public schools. Pre-school teachers may include private sector experience.
- document ability to succeed at graduate level studies by meeting one of the following:
  - a master's degree with a preferred 3.5 GPA from an accredited university in an educationally-related field or
  - a doctoral degree from an accredited university in an educationally-related field
- submit three letters of recommendation from employers or former instructors who are in a position to judge the applicant's aptitude for graduate study and potential as a school leader. One recommendation must be from a current immediate supervisor.



- have completed (or take) graduate courses in research, curriculum, educational foundations and advanced psychology as part of their master's degree program.
- submit a current resume
- submit a leadership goal statement (1-2 pages)

**Program Description:**

The certificate in Public School Leadership is earned through the completion of a one-year, three semester graduate program. Students will take eight, three-credit courses, for a total of 24 credit-hours. This graduate program is a Distance Learning program. However, one course per semester, excluding summer semesters, is delivered via a hybrid format. This hybrid course meets face-to-face at our Biltmore Park Instructional Site in Asheville, NC from 9:00AM - 4:00PM on four Saturdays during each semester. The remaining instructional hours for the program will be delivered in an on-line format.

Students will complete a school-based internship (6 credit hours) over 2 semesters. Internships are competency-based and involve many aspects of a principal's responsibilities, including leadership of an improvement initiative.

A student who cannot complete the required courses in a given semester will be required to petition the faculty to change to a different cohort. The program requires completion of the certificate within 6 years of admission. Certificate and licensure requirements are coordinated throughout the program but are independently granted by NCDPI. Certificate completion does not guarantee licensure recommendation.

**Required Courses**

Course requirements for recommendation of the Add-on license certificate in School Administration (Principal) requires 24 hours total. Due to the cohort model, all EDL courses must be taken in the semester designated or the candidate must petition to change cohorts as specified on the program advising website.

- EDL 601 - Ethical School Leadership **Credits:** 1-3, R12
- EDL 602 - Shaping School Culture **Credits:** 3
- EDL 603 - Instructional Leadership **Credits:** 3
- EDL 642 - Leadership for Social Justice **Credits:** 3
- EDL 686 - School-Site Internship I **Credits:** 3
- EDL 687 - School-Site Internship II **Credits:** 3
- EDL 721 - Current Topics in Education Law **Credits:** 3
- EDRS 709 - Assessment for the Advancement of Student Learning **Credits:** 3

**Other Requirements:**

Each student admitted to the Post Masters Certificate in Public School Leadership is required to know the material on the program advising website and is responsible to contact his/her advisor for assistance prior to registering.

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

**Program Admission Requirements**

Applicants must:

- Hold or be eligible to hold a North Carolina Class A Teaching License or a comparable license from another state
- Have completed at least 3 years of successful full-time classroom teaching
- Be currently employed in a NC school working under the supervision of a licensed NC principal or superintendent
- Submit three letters of recommendation from employers or former instructors who are in a position to judge the applicant's aptitude for graduate study and potential as a school leader. One recommendation must be from the current immediate supervisor.
- Submit current resume
- Submit District Verification Form
- Submit equity-centered leadership goal statement (1 page, in application system)

### **Program Description**

The Masters in School Administration (MSA) is earned through the completion of a two-year, four-semester graduate program. Students will take twelve, three-credit courses, for a total of 36 credit-hours. This graduate program is a Distance Learning program. However, one course per semester is delivered via a hybrid format. This hybrid course meets face-to-face at our Biltmore Park Instructional Site in Asheville, NC, on four Saturdays each semester. The remaining instructional hours for the program are delivered in an on-line format.

Within the 36 hour program, students complete a school-based internship (6 credit hours) over two semesters. Internships are competency-based and involve many aspects of a principal's responsibilities, including leadership of an equity-centered improvement initiative.

### **Required Courses**

- EDL 601 - Ethical School Leadership **Credits:** 1-3, R12
- EDL 602 - Shaping School Culture **Credits:** 3
- EDL 603 - Instructional Leadership **Credits:** 3
- EDL 612 - Curriculum Leadership **Credits:** 3
- EDL 617 - Philosophy, History, and Sociology of Education **Credits:** 3
- EDL 621 - Leading the Adult Learner **Credits:** 3
- EDL 642 - Leadership for Social Justice **Credits:** 3
- EDL 686 - School-Site Internship I **Credits:** 3
- EDL 687 - School-Site Internship II **Credits:** 3
- EDL 721 - Current Topics in Education Law **Credits:** 3
- EDRS 602 - Methods of Research **Credits:** 3
- EDRS 709 - Assessment for the Advancement of Student Learning **Credits:** 3

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

#### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, all applicants are required to submit three letters of recommendation (at least one academic), supplemental essays and evidence of adequate undergraduate preparation (18 semester hours with a range of studies in the liberal arts, humanities, physical sciences, diversity, and behavioral sciences). Some Human Services related experience,

including volunteer work, is also required. Students must be accepted into the MSW program to enroll in the required MSW courses.

### **Program Description**

The Master of Social Work degree program prepares graduates for advanced generalist practice as social work practitioners, consultants, supervisors, administrators, and other leadership roles in their communities. The two-year program requires 56-62 credit hours of graduate coursework and includes 1,080 field practicum contact hours. The total number of required credit hours depends on whether the student qualifies to take and successfully passes waiver exams for SOCW 534 and 535.

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

Completion of the following coursework and successful performance in the field practicums are required for graduation. Students must successfully complete the first (foundation) year courses before enrolling in second (specialization) year courses. Required courses include SOCW 504, SOCW 534, SOCW 535, SOCW 551, SOCW 553, SOCW 562, SOCW 564, SOCW 586, SOCW 627, SOCW 662, SOCW 664, SOCW 673, SOCW 686, SOCW 687 and 9 credit hours of approved Social Work electives.

Year One: Foundation Year

Fall Semester:

- SOCW 504 - Diversity, Difference, & Social Justice **Credits: 3**
- SOCW 534 - Human Behavior in the Social Environment **Credits: 3**
- SOCW 551 - Social Policy **Credits: 3**
- SOCW 553 - Practice I: Foundations of Social Work Practice **Credits: 3**
- SOCW 562 - Practice II: Assessment and Psychopathology **Credits: 3**

Spring Semester:

- SOCW 535 - Research **Credits: 3**
- SOCW 564 - Organizational and Community Practice **Credits: 3**  
Social Work Elective **Credits / Units: 3**
- SOCW 586 - Foundation Field Practicum and Seminar **Credits: 8**

Year Two: Specialization Year

Fall Semester:

- SOCW 627 - Practice III: Clinical Interventions- Theory and Practice **Credits: 3**
- SOCW 662 - Practice IV: Interventions with Families and Groups **Credits: 3**  
Social Work Elective **Credits / Units: 3**
- SOCW 686 - Advanced Field Practicum and Integrative Seminar I **Credits: 6**

Spring Semester

- SOCW 664 - Leadership and Management **Credits: 3**
- SOCW 673 - Rural Community Advocacy **Credits: 3**  
Social Work Elective **Credits / Units: 3**
- SOCW 687 - Advanced Field Practicum and Integrative Seminar II **Credits: 6**

Applied Electives:

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

- SOCW 522 - Methods of Addictive Disorder Treatment **Credits:** 3
- SOCW 524 - Cultural Humility in Addictive Disorder Treatment **Credits:** 3
- SOCW 525 - Science of Addiction **Credits:** 3
- SOCW 526 - Child Welfare **Credits:** 3
- SOCW 527 - Trauma-Informed Social Work with Children **Credits:** 3
- SOCW 528 - School Social Work: Policy and Practice **Credits:** 3
- SOCW 529 - Social Work With Older Adults **Credits:** 3
- SOCW 530 - Integrated Health Care **Credits:** 3
- SOCW 545 - International Social Work **Credits:** 3
- SOCW 594 - Topics in Social Work **Credits:** 1-3, R9
- SOCW 682 - Research Project in Social Work **Credits:** 3, R6

Other advisor-approved courses

### Social Work Advanced Standing Program

The advanced standing program allows a small number of exceptional students with earned bachelor's degrees in social work from a CSWE accredited program within the previous 5 years to complete their MSW degree in one year instead of two by waiving the first year foundation requirements. Students applying for this option must demonstrate their readiness to function at the level of a second year MSW student. Acceptance into the Advanced Standing Program is not automatic, and admission to the program is competitive. NOTE: Graduating with an undergraduate degree in social work within the five year limit does not prevent interested applicants from applying to the regular program of study.

The Advanced Standing Program is comprised of the specialization year courses (30 credit hours) plus three credit hours of a summer preparation course (SOCW 653 - Advanced Standing Bridge Course ). Upon successful completion of SOCW 653 with an earned grade of "B" or above, students join the ongoing MSW class and enroll in the second year (Specialization Year) of the regular MSW program.

- SOCW 653 - Advanced Standing Bridge Course **Credits:** 3

### Special Education Adapted Curriculum, Post Baccalaureate Certificate

This fully online certificate program enables students holding degrees other than education degrees to study Special Education Adapted Curriculum at the graduate level. Candidates must have an undergraduate degree in a related field.

The program requires 24 semester hours of graduate study. Each semester students will engage in clinical experiences and field experiences are required in all methods courses. A year-long internship or the equivalent is required. Successful completion leads to recommendation for an initial level teaching license in K-12 Special Education Adapted Curriculum from the North Carolina Department of Public Instruction, pending completion of all state-mandated requirements.

### Teacher Education Admission Requirements

Acceptance and registration in a department do not guarantee admission to the teacher education program in that department. The applicant's fitness for teaching in the chosen area is determined by demonstrated academic ability and other personal characteristics conducive to effective teaching. Admission and retention policies in teacher education programs are based on the standards and guidelines of the State of North Carolina and the Council for the Accreditation of Educator Preparation

(CAEP). Approved institutions must have established procedures for implementing decisions regarding admission to and retention in teacher education programs. The state and CAEP guidelines require continuous evaluation of students admitted to teacher education programs and states that those found unlikely to succeed as teachers should be withdrawn. Students with disabilities that may impact successful teaching should consult with the Director of Teacher Education and the Office of Accessibility Resources.

Students who plan to receive a certificate or degree in education or a teaching license through Western Carolina University must apply for and be officially admitted to a teacher education program. Admission to teacher education requires an application that should be completed during the first semester in which the student is enrolled. Applications are available online by logging into Watermark (also known as Tk20.) See information on Admission to the Teacher Education website.

Students must have maintained satisfactory conduct and citizenship records in keeping with the ethics of the teaching profession. Applicants with a record of legal offenses may not be eligible for admission to teacher education or be able to remain in teacher education if new offenses occur.

### **Readmission to the Teacher Education Program**

Students whose WCU enrollment is interrupted for three consecutive semesters (any combination of fall, spring, summer) or who are dismissed from the university are required to seek readmission to the Teacher Education Program upon their return. Readmission to the Teacher Education program requires students to meet admission criteria in place at the time the readmission application is submitted.

A student who is readmitted to the university after dismissal, suspension or expulsion will not be readmitted to the Teacher Education program the first term after returning.

### **Continuation in the Teacher Education Program**

The requirements for continuing in the program are as follows

1. A GPA of at least 2.75 on hours attempted
2. Behavior that adheres to the NC code of ethics of the profession and the professional dispositions of the College of Education and Allied Professions
3. Satisfactory participation in the required professional field experience program that is prerequisite to student teaching.

An evaluation of each field experience assignment will become a part of the student's professional record.

### **Clinical and Field Experience for Professional Education**

In addition to the intern requirement, the teacher education program requires field experiences in conjunction with several courses. Students are expected to make their own arrangements for transportation and housing and absorb the costs related to field experiences and internship. Each program has different requirements, and students should discuss costs with the program head before applying for admission to the teacher education program. The goal of professional education clinical and field experiences is to help teacher education students learn to teach all of their pupils to achieve at high levels of performance. Although each 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 can work with qualified educators in successful programs.

2. Field experience placements are made so that students have the opportunity to work with diverse learners. Teacher education students are required to complete one field experience in a diverse setting, as defined by the College of Education and Allied Professions. Students who do not complete one of the early field experience requirements in a diverse setting must be placed in a diverse setting for the internship semester.
3. Field experiences placements are made in collaboration with K-12 school personnel.
4. Field experience placements are made to facilitate appropriate supervision of students.
5. Students can sometimes combine early field experience placements to meet multiple course requirements. This is approved for no more than two classes.

### **Admission to Internship**

Students apply to the director of field experiences early in the semester before the semester in which the student teaching/internship is to be done. These are the requirements for admission to student teaching/internship are:

1. Enrollment in the professional education sequence for at least two semesters
2. A GPA of 2.75 or above, both at the beginning of the term immediately preceding the student teaching/internship term and at the time of enrollment in student teaching/internship
3. Completion of all records designated by the director of field experiences
4. Completion of the applicable professional education sequence except for student teaching/internship and the student teaching/internship seminar
5. Completion of a background check through approved vendor within six months of beginning internship.
6. Completion of student teaching/internship application including recommendation by adviser and department head
7. All other requirements from the school placement as applicable.

### **Continuation in Internship**

To continue in internship, students must maintain satisfactory professional conduct and adhere to the policies and regulations of the school to which they are assigned. When recommended by the director of field experiences and approved by the dean, students failing to perform at a satisfactory level may be removed from internship. Removal from a school placement is considered a failed internship. The Office of Field Experiences is under no obligation to place the student in another setting. Removal from a school placement will result in a grade no higher than a F.

### **Requirements for Teacher Licensure**

To be eligible for a recommendation from WCU for an initial teaching license in North Carolina, a student must meet the following criteria:

1. Complete one of the approved teacher-education programs
2. Achieve a minimum grade of C (2.0) in internship or student teaching
3. Achieve minimum required score on the edTPA assessment
4. Receive a public school recommendation indicating that student teaching was successful
5. Receive a satisfactory recommendation on the standard final internship/student teaching evaluation

6. Complete application for licensure and file with the Licensure Officer of the College of Education and Allied Professions
7. Meet WCU testing requirement for PRAXIS II and/or Pearson tests
8. Receive a professional recommendation for an Initial Professional License (IPL) by the Licensure Officer of the College of Education and Allied Professions
9. Pay the license fee required by the Department of Public Education for the issuance of a teacher license.

Credits earned may be applied to the Special Education Adapted Curriculum concentration in the Comprehensive Education MAT program.

#### Special Education Adapted Curriculum Requirements

The program requires 24 semester hours of graduate study.

- EDCI 500 - Introduction to Teaching **Credits: 3**
- EDCI 609 - Assessment of Instruction **Credits: 3**
- SPED 530 - Assessment and Functional Skill Instruction in the Adapted Curriculum **Credits: 3**
- SPED 534 - Positive Behavior Supports for Students with Severe Disabilities, Advanced **Credits: 3**
- SPED 586 - Accessing the Adapted Curriculum: Intern 1 **Credits: 3**
- SPED 587 - Special Education Internship **Credits: 3**
- SPED 633 - Collaboration with Families and Professionals **Credits: 3**
- SPED 639 - Teaching Exceptional Learners in Inclusive Classrooms **Credits: 3**  
 SPED 586 must be taken in the semester immediately prior to SPED 587.

#### **Special Education General Curriculum, Post Baccalaureate Certificate**

This fully online certificate program enables students holding degrees other than education degrees to study Special Education General Curriculum at the graduate level. Candidates must have an undergraduate degree in a related field.

The program requires 24 semester hours of graduate study. Each semester students will engage in clinical experiences and field experiences are required in all methods courses. A year-long internship or the equivalent is required. Successful completion leads to recommendation for an initial level teaching license in K-12 Special Education General Curriculum from the North Carolina Department of Public Instruction, pending completion of all state-mandated requirements.

#### **Teacher Education Admission Requirements**

Acceptance and registration in a department do not guarantee admission to the teacher education program in that department. The applicant's fitness for teaching in the chosen area is determined by demonstrated academic ability and other personal characteristics conducive to effective teaching. Admission and retention policies in teacher education programs are based on the standards and guidelines of the State of North Carolina and the Council for the Accreditation of Educator Preparation (CAEP). Approved institutions must have established procedures for implementing decisions regarding admission to and retention in teacher education programs. The state and CAEP guidelines require



continuous evaluation of students admitted to teacher education programs and states that those found unlikely to succeed as teachers should be withdrawn. Students with disabilities that may impact successful teaching should consult with the Director of Teacher Education and the Office of Accessibility Resources.

Students who plan to receive a certificate or degree in education or a teaching license through Western Carolina University must apply for and be officially admitted to a teacher education program. Admission to teacher education requires an application that should be completed during the first semester in which the student is enrolled. Applications are available online by logging into Watermark (also known as Tk20.) See information on Admission to the Teacher Education website.

Students must have maintained satisfactory conduct and citizenship records in keeping with the ethics of the teaching profession. Applicants with a record of legal offenses may not be eligible for admission to teacher education or be able to remain in teacher education if new offenses occur.

### **Readmission to the Teacher Education Program**

Students whose WCU enrollment is interrupted for three consecutive semesters (any combination of fall, spring, summer) or who are dismissed from the university are required to seek readmission to the Teacher Education Program upon their return. Readmission to the Teacher Education program requires students to meet admission criteria in place at the time the readmission application is submitted.

A student who is readmitted to the university after dismissal, suspension or expulsion will not be readmitted to the Teacher Education program the first term after returning.

### **Continuation in the Teacher Education Program**

The requirements for continuing in the program are as follows

1. A GPA of at least 2.75 on hours attempted
2. Behavior that adheres to the NC code of ethics of the profession and the professional dispositions of the College of Education and Allied Professions
3. Satisfactory participation in the required professional field experience program that is prerequisite to student teaching.

An evaluation of each field experience assignment will become a part of the student's professional record.

### **Clinical and Field Experience for Professional Education**

In addition to the intern requirement, the teacher education program requires field experiences in conjunction with several courses. Students are expected to make their own arrangements for transportation and housing and absorb the costs related to field experiences and internship. Each program has different requirements, and students should discuss costs with the program head before applying for admission to the teacher education program. The goal of professional education clinical and field experiences is to help teacher education students learn to teach all of their pupils to achieve at high levels of performance. Although each 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 can work with qualified educators in successful programs.
2. Field experience placements are made so that students have the opportunity to work with diverse learners. Teacher education students are required to complete one field experience in a diverse

setting, as defined by the College of Education and Allied Professions. Students who do not complete one of the early field experience requirements in a diverse setting must be placed in a diverse setting for the internship semester.

3. Field experiences placements are made in collaboration with K-12 school personnel.
4. Field experience placements are made to facilitate appropriate supervision of students.
5. Students can sometimes combine early field experience placements to meet multiple course requirements. This is approved for no more than two classes.

### **Admission to Internship**

Students apply to the director of field experiences early in the semester before the semester in which the student teaching/internship is to be done. These are the requirements for admission to student teaching/internship are:

1. Enrollment in the professional education sequence for at least two semesters
2. A GPA of 2.75 or above, both at the beginning of the term immediately preceding the student teaching/internship term and at the time of enrollment in student teaching/internship
3. Completion of all records designated by the director of field experiences
4. Completion of the applicable professional education sequence except for student teaching/internship and the student teaching/internship seminar
5. Completion of a background check through approved vendor within six months of beginning internship.
6. Completion of student teaching/internship application including recommendation by adviser and department head
7. All other requirements from the school placement as applicable.

### **Continuation in Internship**

To continue in internship, students must maintain satisfactory professional conduct and adhere to the policies and regulations of the school to which they are assigned. When recommended by the director of field experiences and approved by the dean, students failing to perform at a satisfactory level may be removed from internship. Removal from a school placement is considered a failed internship. The Office of Field Experiences is under no obligation to place the student in another setting. Removal from a school placement will result in a grade no higher than a F.

### **Requirements for Teacher Licensure**

To be eligible for a recommendation from WCU for an initial teaching license in North Carolina, a student must meet the following criteria:

1. Complete one of the approved teacher-education programs
2. Achieve a minimum grade of C (2.0) in internship or student teaching
3. Achieve minimum required score on the edTPA assessment
4. Receive a public school recommendation indicating that student teaching was successful
5. Receive a satisfactory recommendation on the standard final internship/student teaching evaluation.
6. Complete application for licensure and file with the Licensure Officer of the College of Education and Allied Professions
7. Meet WCU testing requirement for PRAXIS II and/or Pearson tests
8. Receive a professional recommendation for an Initial Professional License (IPL) by the Licensure Officer of the College of Education and Allied Professions

9. Pay the license fee required by the Department of Public Education for the issuance of a teacher license.

Credits earned may be applied to the Special Education General Curriculum concentration in the Comprehensive Education MAT program.

### Special Education General Curriculum Requirements

The program requires 24 semester hours of graduate study.

- EDCI 500 - Introduction to Teaching **Credits: 3**
- EDCI 609 - Assessment of Instruction **Credits: 3**
- SPED 555 - Culturally Responsive Classroom Management for Exceptional Learners **Credits: 3**
- SPED 562 - Best Practices for Teaching Reading & Written Language to Exceptional Learners **Credits: 3**
- SPED 563 - Best Practices for Teaching Mathematics to Exceptional Learners **Credits: 3**
- SPED 585 - Advanced Methods to Teach Students with High Incidence Disabilities (Intern 1) **Credits: 3**
- SPED 587 - Special Education Internship **Credits: 3**
- SPED 639 - Teaching Exceptional Learners in Inclusive Classrooms **Credits: 3**

One non-internship course may be taken with SPED 587: Special Education Practicum/Internship. All other courses must be completed prior to SPED 587.

### Sport Management (M.S.)

The M.S. in Sport Management offers a truly unique program and curriculum. The program can be completed in one- year, completely online, and it includes a Project Management certificate. Further, the online M.S. in Sport Management affords an opportunity for place-bound professionals across the region and the nation who wish to pursue a business degree that emphasizes the application of business principles to the sport industry. Students receive a thorough background in the application of these principles, as well as legal, financial, promotional, ethical, and social aspects of the global sport industry.

#### Major Requirements

The Master of Science in Sport Management with a Certificate in Project Management requires successful completion of 30 semester hours of graduate course work. The certificate in Project Management is awarded upon completion of the degree. Coursework for the M.S. in Sport Management includes:

- PMC 610 - Project Initiation and Planning **Credits: 3**
- PMC 620 - Project Execution and Closeout **Credits: 3**
- PMC 630 - The Project Manager and People Skills **Credits: 3**
- PMC 640 - Managing Project Teams **Credits: 3**
- SM 615 - Critical Issues in Sport **Credits: 3**
- SM 620 - Sport Administration and Governance **Credits: 3**
- SM 630 - Economic and Financial Aspects of Sport **Credits: 3**
- SM 640 - Sport Marketing **Credits: 3**
- SM 676 - Strategic Communication in Sport **Credits: 3**
- SM 684 - Sport Management Capstone **Credits: 3**

SM 684 is to be completed after a minimum of one semester with WCU or the completion of six credit hours.

#### Additional Program Requirements:

In addition to the Graduate School Admission Requirements, applicants must have an undergraduate degree from a regionally accredited institution of higher education. A minimum GPA of 3.0 is recommended.

Applicants must submit a minimum 500 word essay including professional aspirations and a discussion of a current issue in the sport management field that is related to the applicants career goals. Research used to support your response should be cited according to APA. In addition, applicants must submit a current resume and two letters of recommendation from people who have observed the applicant in a professional and/or academic capacity. While not required, applicants who wish to strengthen their applications may submit GRE or GMAT scores.

Admission will be based on undergraduate GPA (with higher emphasis placed on the last two years of undergraduate work), work experience, the essay, and two letters of recommendation.

There are no required prerequisite courses, but applicants should possess strong analytical and communications skills.

#### **STEM Education Certificate (Post Baccalaureate)**

STEM education is focused on the use of science, mathematics, engineering, and technology to solve real-world and personally relevant problems. Candidates in the STEM certificate program construct understandings through active learning that authentically integrates STEM disciplines while also learning to collaborate, communicate, think creatively and critically, engage in scientific inquiry, and design innovative educational experiences.

#### Program Requirements

The graduate certificate includes five courses for a total of 15 credit hours and includes the four STEM education courses (12 credit hours) in the current master's program, STEM education track, and one additional required course that focuses on applying STEM concepts learned in the four previous courses to a final STEM education project. The total of 15 credit hours will provide depth and breadth of STEM education knowledge and skills.

- EDCI 620 - Issues and Trends in STEM Education **Credits: 3**
- EDCI 621 - Methods of STEM Education **Credits: 3**
- EDCI 622 - Engineering Projects for K-12 Educators **Credits: 3**
- EDCI 623 - Innovative Uses of Technology in STEM Education **Credits: 3**
- EDCI 624 - STEM Education Projects **Credits: 3**

#### **TESOL (Post Baccalaureate Certificate)**

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

**Program Description:** The online Certificate Program in TESOL (Teaching English to Speakers of Other Languages) is a non-degree option that prepares students to teach English to non-native speakers in a variety of contexts ranging from overseas instruction to community college instruction to language support in community settings. It is well-suited for both those who have a background in education as well as those who wish to make a career change and move into an exciting and diverse field. The topics covered are governed by the guidelines established by the TESOL International Association.

The program enables 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.

### Program Requirements

A student who selects the TESOL Certificate Program must successfully complete the following 12 hours of graduate coursework in TESOL:

- ENGL 615 - Linguistic Perspectives **Credits:** 3
- ENGL 625 - Applied Phonetics and Pronunciation Teaching **Credits:** 3
- ENGL 626 - Integrated TESOL Methods **Credits:** 3
- ENGL 635 - Teaching Grammar, Reading and Writing to ESL Students. **Credits:** 3

## Graduate Courses

### Accounting

#### ACCT 601 - Financial Analysis

Concepts of financial and industry analysis with emphasis on evaluation of corporate performance and financial strength. **Credits:** 3

#### ACCT 605 - Accounting Theory and Research

Conceptual framework of financial accounting, cash flows, financial statements, intangibles, and revenue recognition. Emphasis on accounting and tax research methodology and tools.

**Prerequisites:** MAcc program or permission of Program Director. **Credits:** 3

#### ACCT 615 - Accounting Theory and Practice

Liabilities, stockholders' equity, investments, income taxes, pensions, leases, accounting changes, and disclosure issues. **Prerequisites:** MAcc program or permission of Program Director. **Credits:** 3

#### ACCT 616 - Advanced Accounting Theory and Practice

Consolidated financial statements, international accounting, not-for-profit accounting, and advanced issues.

**Prerequisites:** MAcc program or permission of Program Director. **Credits:** 3

#### ACCT 620 - Income Tax Theory and Applications

Federal income tax theory and research; corporations, partnerships, sub-S corporations, LLCs and LLPs, estates and trusts; advanced property transactions including tax deferred exchanges, conversions and recapture.

**Prerequisites:** MAcc program or permission of Program Director. **Credits:** 3

#### ACCT 625 - Advanced Accounting Information Systems

Current technology issues and impact on Accounting profession are covered. Topics include internal controls, business processes, systems development, IT controls and database concepts. **Prerequisites:** MAcc program or permission of Program Director. **Credits:** 3

#### ACCT 630 - Taxation of Flow-through Entities

Concepts of flow-through business entities, including partnerships, S corporations, and limited liability

companies. Focus on tax consequences for formation, operation, and termination of entities. **Prerequisites:** MAcc program or permission of Program Director. **Credits:** 3

#### ACCT 635 - Governmental and Nonprofit Accounting

Concepts of financial reporting models and practices used in government and nonprofit entities. **Prerequisites:** MAcc program or permission of Program Director. **Credits:** 3

#### ACCT 640 - Auditing

Standards and principles of internal and external auditing, regulatory agency promulgations, and application of the standards and principles in audit and assurance services. **Prerequisites:** ACCT 625 or permission of Program Director. **Credits:** 3

#### ACCT 645 - Advanced Individual Taxation

Emphasis on topics affecting high-wealth individuals such as taxation of investments, charitable giving, alternative minimum tax, foreign income and assets, and compensation and retirement planning. **Prerequisites:**

MAcc program or permission of Program Director. **Credits:** 3

#### ACCT 651 - Advanced Managerial Accounting

Concepts underlying financial reports, management applications of cost, and accounting measurement. **Prerequisites:** MAcc program or permission of Program Director. **Credits:** 3

#### ACCT 660 - International Accounting

An overview of international business and international accounting. Comparisons of domestic and international business models, financial reporting frameworks, government, and taxation. May include a travel component. **Credits:** 1-3, R3

#### ACCT 662 - Taxation and Business

Tax laws affecting business decisions involving capital expenditures; timing of income and expenditures; alternative financing. **Credits:** 3

#### ACCT 670 - Ethics for Accounting Professionals

Study of the ethical standards to the professional of accountancy.

**Prerequisites:** MAcc program or

permission of instructor. **Credits:** 1-3, R3

#### ACCT 682 - Research Project in Accounting

Research Project in Accounting.

**Prerequisites:** Detailed project proposal must be approved by department head and director of graduate program.

**Credits:** 1-3, R6

#### ACCT 683 - Accounting Internship

A supervised work situation providing in-depth experience in Accounting practices. S/U grading. **Prerequisites:** Permission of program director.

**Credits:** 1-3, R3

#### ACCT 684 - Accounting Internship

A supervised work situation providing in-depth experience in Accounting practices. S/U grading. **Prerequisites:** Permission of program director.

**Credits:** 3

#### ACCT 685 - Accounting Internship

A supervised work situation providing in-depth experience in Accounting practices. S/U grading. **Prerequisites:** Permission of program director.

**Credits:** 3

#### ACCT 693 - Topics in Accounting

Topics in Accounting **Prerequisites:** Permission of department head and director of graduate programs in business. **Credits:** 1-3, R6

### Anthropology

#### ANTH 519 - Comparative Family

The family as a social institution in various cultures. **Prerequisites:** ANTH 260 or SOC 231. **Credits:** 3

#### ANTH 573 - Contemporary Cherokee Culture and Society

Present-day Cherokee culture and society; the effects of tourism and the reservation system on lifestyles.

**Prerequisites:** ANTH 260 or permission of instructor. **Credits:** 3

#### ANTH 593 - Topics in Anthropology

Topics in Anthropology. **Prerequisites:** Permission of instructor. **Credits:** 3, R6

### Art

#### ART 500 - Research Methods

This course will introduce graduate students to major topics in art historical research, emphasizing special methods of investigation and of historical and critical analysis. **Credits:** 3

#### ART 501 - Art of World Cultures

This course covers traditional and contemporary arts and crafts of a specific culture TBA. **Credits:** 3

**ART 504 - Greco Roman Art**  
Development of art and architecture of Greek and Minoan civilizations through the Hellenistic period, and of Roman art from the Republic through the Empire. **Credits:** 3

**ART 505 - History of Photography**  
Study of modern photography starting with early developments in the Renaissance, through digital work. **Credits:** 3

**ART 506 - Renaissance Art**  
The Renaissance in Italy and northern Europe: major trends and personalities in art and architecture. **Credits:** 3

**ART 509 - Seventeenth and Eighteenth Century Art**  
Major baroque and rococo artists, architects, landscape, and urban designers in Europe. **Credits:** 3

**ART 512 - Nineteenth Century Painting**  
Major figures and styles in European painting. **Credits:** 3

**ART 514 - American Art**  
From colonial limners to contemporary art. **Credits:** 3

**ART 516 - Contemporary Art**  
Major figures and styles in European painting. Contemporary directions in the visual arts since 1945; emphasis on trends during the past five years. **Credits:** 3

**ART 517 - Modern Sculpture**  
Academic sculpture in the nineteenth century. Modernist innovations from Rodin to David Smith. **Credits:** 3

**ART 518 - Development of Modern Art: Painting, Sculpture, and Architecture**  
From Manet, Rodin, and Richardson to Post-Modernism in painting, sculpture, and architecture. **Credits:** 3

**ART 519 - History of Design**  
Survey of the development of graphic design from prehistory through contemporary visual communications; topics include typography, photography, illustration, and current conceptual and art historical issues. **Credits:** 3

**ART 531 - Drawing Studio I**  
This course helps students form a studio practice that enables them to critically evaluate, understand and develop their work through the investigation of different drawing conventions, issues in contemporary drawing, and study of the historical framework relevant to their

own work. **Prerequisites:** Permission of instructor. **Credits:** 1-9, R12

**ART 532 - Design Studio I**  
Emphasis on personal direction and advanced technical problems. **Prerequisites:** Permission of instructor. **Credits:** 3, R12

**ART 533 - Painting Studio I**  
Individual studio projects. **Prerequisites:** Permission of instructor. **Credits:** 1-9, R12

**ART 534 - Printmaking Problems**  
Individual studio projects. 6 Studio. **Prerequisites:** Permission of instructor. **Credits:** 1-9, R12

**ART 535 - Book Arts Studio I**  
This course focuses on individual studio projects. **Prerequisites:** Permission of instructor. **Credits:** 1-9, R12

**ART 544 - Sculpture Studio I**  
Emphasis on personal direction and advanced technical problems. **Prerequisites:** Permission of instructor. **Credits:** 1-9, R12

**ART 551 - Ceramics Studio I**  
Individual studio projects. **Prerequisites:** Permission of instructor. **Credits:** 1-9, R12

**ART 554 - Photography Studio I**  
Individualized course of study in studio arranged in consultation with a faculty member. **Credits:** 3, R12

**ART 561 - Imaging + Digital Studio**  
Integration of video, photo imaging, computer imaging, animation and other electronic media. **Prerequisites:** Permission of instructor. **Credits:** 1-9, R12

**ART 563 - Methods of Teaching Middle and High School Art**  
The application of art and curriculum theory to art curriculum planning, classroom management, student exhibitions, and critical thinking in middle and high school art classrooms. Field experience required. 6 Studio. **Credits:** 3

**ART 564 - Art Education Problems**  
Art Education Problems. **Prerequisites:** Permission of instructor. **Credits:** 3, R6

**ART 565 - Methods of Teaching Elementary School Art**  
Planning and teaching age-appropriate, multicultural and integrated lessons based on theories of art and curriculum development for the diverse populations in elementary schools. Field experience required. 6 Studio. **Credits:** 3

**ART 571 - Integrated Media Studio I**

Individual and collaborative research with various disciplines in the visual arts, dance, theater, music, the environmental and social sciences, architecture, and related areas. **Prerequisites:** Permission of instructor. **Credits:** 1-9, R12

**ART 582 - Independent Study in Art Issues**  
6 Studio. **Prerequisites:** Written proposal and permission of instructor. **Credits:** 1-6

**ART 586 - Exhibition Practicum**  
Designed to familiarize the student with organizational, administrative, and operational structures of an art gallery and museum including the introduction of planning, curating, and installing professional art exhibitions. **Prerequisites:** Permission of department head. **Credits:** 3

**ART 593 - Topics in Studio Practice**  
Projects, summer programs, or workshops. **Prerequisites:** Permission of instructor. **Credits:** 1-9, R12

**ART 596 - Art History Seminar**  
Art History Seminar. **Prerequisites:** Permission of instructor. **Credits:** 3

**ART 630 - Studio Teaching Practicum**  
Investigation of successful teaching methods for higher education studio arts. **Credits:** 3

**ART 631 - Drawing Studio II**  
Advanced studio projects. **Prerequisites:** Permission of instructor. **Credits:** 1-9, R15

**ART 632 - Design Studio II**  
Advanced studio projects. **Prerequisites:** Permission of instructor. **Credits:** 1-9, R15

**ART 633 - Painting Studio II**  
Advanced studio projects. 6 Studio. **Prerequisites:** Permission of instructor. **Credits:** 1-9, R15

**ART 634 - Printmaking Studio II**  
Advanced studio projects. **Prerequisites:** Permission of instructor. **Credits:** 1-9, R15

**ART 635 - Book Arts Studio II**  
Advanced individual studio projects. **Prerequisites:** Permission of instructor. **Credits:** 1-9, R15

**ART 644 - Sculpture Studio II**  
Advanced studio projects. **Prerequisites:** Permission of instructor. **Credits:** 1-9, R15

**ART 651 - Ceramics Studio II**

Advanced studio projects.

**Prerequisites:** Permission of instructor.

**Credits:** 1-9, R15

### **ART 661 - Imaging + Digital Studio II**

Advanced studio on integration of video, photo imaging, computer imaging, animation and other electronic media.

**Prerequisites:** Permission of instructor.

**Credits:** 1-9, R15

### **ART 667 - Photography Studio II**

Advanced studio projects.

**Prerequisites:** Permission of instructor.

**Credits:** 1-9, R15

### **ART 671 - Integrated Studio II**

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. **Prerequisites:** Permission of instructor. **Credits:** 1-9, R15

### **ART 673 - Community Service Projects**

Individual or collaborative projects in the regional non-profit, educational or professional cultural community. S/U grading. 6 Studio. **Prerequisites:**

Permission of instructor. **Credits:** 3

### **ART 674 - Studio Critique Seminar**

Assessment of student work and progress from faculty and visiting artists and critics. **Prerequisites:** Permission of instructor. **Credits:** 3, R18

### **ART 675 - Professional Preparation**

Professional preparation of portfolio, exhibition, writing, resourcing and social skills. 6 Studio. **Prerequisites:**

Permission of instructor. **Credits:** 3

### **ART 676 - Art Theory and Criticism**

This course develops an advanced understanding of Art as a complex cultural medium through the discussion of key theoretical and critical approaches. **Credits:** 3

### **ART 677 - Studio Art Praxes**

Action research in a media-specific area. **Prerequisites:** Students must first complete the Advanced Licensure portion of this degree. **Credits:** 3-6

### **ART 679 - Global Art and Education**

The history of the art education profession across the globe as well as non-western art and aesthetics for integration in a K-12 classroom.

**Prerequisites:** Phase 1 of MAT program. **Credits:** 3

### **ART 680 - Independent Study in Art Education**

Independent Study in Art Education.

**Prerequisites:** Written proposal and permission of instructor. **Credits:** 3, R6

### **ART 681 - Graduate Problems in Studio Art**

6 Studio. **Prerequisites:** Permission of instructor. **Credits:** 1-9, R15

### **ART 682 - Independent Study in Art Issues**

6 Studio. **Prerequisites:** Permission of instructor. **Credits:** 1-6

### **ART 697 - Seminar in Art Education**

Philosophical, aesthetic, psychological, and curricular ramification of issues in art education. **Credits:** 3, R6

### **ART 699 - Thesis Exhibition**

Written thesis and solo exhibition with oral defense. **Prerequisites:** Permission of instructor. **Credits:** 6

### **ART 779 - Continuing Research-Non-Thesis Option**

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements. **Prerequisites:** Must NOT be enrolled in a thesis program. **Credits:** 1, R10

### **ART 799 - Continuing Research-Thesis Option**

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

### **IDES 520 - Environments for Aging**

Aging theories applied to environments and impacts on behavior. Individual and social implications discussed and environment-behavior patterns explored. **Credits:** 3

## **Arts and Sciences Interdisciplinary Courses**

### **ASI 593 - Topics in American Studies**

Seminar on particular facets of American culture such as literature and art, philosophy and politics, and folklore and society. **Credits:** 3, R6

### **ASI 594 - Topics in Cherokee Studies**

Various topics in Cherokee Studies such as anthropology, history, sociology, and literature. **Prerequisites:** Permission of instructor. **Credits:** 3, R6

### **ASI 634 - Methods, Theories and Critiques in Cherokee Studies**

Methods, theories and responses in Native American and Cherokee Studies. **Prerequisites:** Permission of instructor. **Credits:** 3

### **ASI 697 - Cherokee Studies Research Seminar**

Methods, theories, and Native American perspectives integrated in a major research paper or project. Independent research required. **Prerequisites:** ASI 634. **Credits:** 3

## **Athletic Training**

### **ATTR 510 - Gross Human Anatomy**

This course includes cadaver dissection and advanced study of the body to include anatomy, kinesiology and biomechanical principles, as well as functional anatomy of the musculoskeletal, circulatory, integumentary and nervous systems. **Prerequisites:** Admission to the program. **Credits:** 3

### **ATTR 520 - Emergency Procedures in Athletic Training I**

This course will teach athletic training students skills and techniques required to examine, recognize/diagnose, and manage emergent conditions.

**Prerequisites:** Admission to the program. **Credits:** 2

### **ATTR 522 - Emergency Procedures in Athletic Training II**

This course will teach athletic training students skills and techniques required to examine, recognize/diagnose, and manage emergent conditions.

**Prerequisites:** ATTR 520. **Credits:** 1

### **ATTR 523 - Clinical Procedures in Athletic Training**

Completion of clinical skills needed for the prevention and treatment of musculoskeletal injuries in the physically active population.

**Prerequisites:** Admission to the program. **Credits:** 2

### **ATTR 530 - Therapeutic Interventions**

This course will introduce the student to foundations, theories and concepts of pain modulation, the inflammatory response, and healing process to assist students in selecting and incorporating therapeutic interventions based upon the



evaluation and patient goals.

**Prerequisites:** ATTR 523. **Credits:** 4

**ATTR 540 - Evidence Based Practice I**

Prepares students to critically review and use evidence in the field of athletic training to prepare for the Board of Certification Examination and professional practice. **Credits:** 1

**ATTR 541 - Evidence Based Practice II**

Prepares students to critically review and use evidence in the field of athletic training to prepare for clinical practice and life-long learning. **Credits:** 1

**ATTR 550 - Pathophysiology and Pharmacology I**

Teaches concepts of clinical pathophysiology and pharmacology related to assessment, recognition and treatment of non-orthopedic conditions found in the physically active population. **Prerequisites:** ATTR 510. **Credits:** 2

**ATTR 552 - Pathophysiology and Pharmacology II**

Teaches concepts of clinical pathophysiology and pharmacology related to assessment, recognition and treatment of non-orthopedic conditions found in the physically active population. **Prerequisites:** ATTR 550. **Credits:** 2

**ATTR 560 - Orthopedic Assessment and Treatment I**

Evaluation techniques, programs, theories and concepts vital to rehabilitation and reconditioning of the common orthopedic conditions of the in the physically active population. This course will focus on the evaluation process, biomechanics, foot, ankle, lower leg, and knee. **Prerequisites:** ATTR 510. **Credits:** 5

**ATTR 562 - Orthopedic Assessment and Treatment II**

Evaluation techniques, programs, theories and concepts vital to rehabilitation and reconditioning of common orthopedic conditions in the physically active population. This course will focus on the hip, groin, and thigh, shoulder, elbow, hand, and wrist.

**Prerequisites:** ATTR 560. **Credits:** 5

**ATTR 583 - Clinical Education I**

This course is designed to develop professional skills and introduce students to the process of clinical education. Students will engage in clinical education through integrated experiences at an approved clinical education site.

**Prerequisites:** Admission to the program. **Credits:** 2

**ATTR 584 - Clinical Education II**

This course will cultivate skills related to patient-centered care as students continue to develop clinical skills through involvement at an approved clinical education site. **Prerequisites:** ATTR 583. **Credits:** 3

**ATTR 594 - Special Topics**

A course designed for special topics, areas of interest, or relevancy to the field and not covered in the program's curriculum. **Credits:** 1-3

**ATTR 610 - Behavioral Health in Athletic Training**

Designed to prepare students to practice in a manner that respects the cultures, values and socioeconomic status of patients. Additionally this course will prepare students to identify, refer and support patients with behavioral and mental health disorders. **Credits:** 2

**ATTR 612 - Public Health and Athletic Training**

Designed to introduce students to policies of public health, including integration of epidemiological data, in planning and implementing prevention programs and the care of patients/clients, communities, and populations. **Credits:** 2

**ATTR 630 - Manual Therapy**

Designed to introduce the student to theories of manual therapy of the lower and upper extremity, as commonly utilized in athletic training.

**Prerequisites:** ATTR 560. **Credits:** 2

**ATTR 635 - Injury Prevention & Performance Enhancement**

This course provides students the opportunity to study techniques in the analysis of mechanical factors related to human movement with an overview of the physiological responses and adaptations to physical activity, aerobic exercise and strength training; including programs, theories and concepts vital in injury prevention, rehabilitation and reconditioning. **Prerequisites:** ATTR 562. **Credits:** 3

**ATTR 640 - Evidence Based Practice III**

Prepares students to critically review and use evidence in the field of athletic training to prepare for clinical practice and life-long learning. **Credits:** 1

**ATTR 650 - Administration & Organization in Athletic Training**

Designed to examine the various issues, legality, policies and procedures

involved with the administration of athletic training in a variety of professional settings. **Credits:** 3

**ATTR 652 - Transition to Professional Practice**

Designed to prepare students to the transition from student to professional as it addresses topics such as licensure, decision-making and communication with stakeholders. This course will also serve as a culminating experience for the evidence-based practice class, in which students will disseminate research; thus serving to develop professional communication and networking skills.

**Prerequisites:** ATTR 640. **Credits:** 2

**ATTR 660 - Neuroanatomy and Spine Assessment & Treatment**

This course covers evaluation and treatment techniques of the spine, pelvis, brain, and neurological system, and common orthopedic conditions of the trunk in the physically active population. **Credits:** 3

**ATTR 670 - Athletic Training in Primary Care**

Designed to introduce the student to the techniques, processes, and skills utilized by an athletic trainer in the primary care setting. **Prerequisites:** ATTR 550. **Credits:** 3

**ATTR 674 - Diagnostic Testing**

Provides fundamental clinical knowledge of commonly utilized diagnostic imaging techniques in sports medicine. **Credits:** 1

**ATTR 682 - Independent Study**

Independent study in Athletic Training. **Credits:** 1-3

**ATTR 683 - Clinical Education III**

This course will advance students' knowledge of inclusive care and will further develop clinical skills through involvement at an approved clinical education site. **Prerequisites:** ATTR 584. **Credits:** 1

**ATTR 684 - Clinical Education IV**

This course is designed to increase students' autonomy and decision-making abilities while experiencing the totality of care provided by athletic trainers.

This full-semester immersive experience also emphasizes environmental and administrative considerations.

**Prerequisites:** ATTR 683. **Credits:** 6

**ATTR 685 - Clinical Education V**

In this course students will refine and further advance their clinical skills as they prepare to transition into professional practice. **Prerequisites:** ATTR 684. **Credits:** 2

**ATTR 686 - Clinical Education VI**

Designed to introduce the student to the process of clinical education through involvement at an approved clinical education site. **Credits:** 2

**ATTR 694 - Special Topics**

A course designed for special topics, areas of interest, or relevancy to the field and not covered in the program's curriculum. **Credits:** 1-3, R2

**Biology****BIOL 512 - Cellular and Molecular Immunology**

Detailed examination of the immune response, including: antigen recognition, effector mechanisms, immunogenetics, immunoregulation, immunity to infection, immunopathology, tumor and transplantation immunology, and autoimmunity. **Credits:** 3

**BIOL 513 - Principles of General Microbiology**

Survey of microorganisms emphasizing: morphology, physiology, genetics, and ecology of prokaryotes (bacteria and archaea); microorganisms and disease; environmental and applied microbiology; and taxonomy of prokaryotes. **Credits:** 4

**BIOL 514 - Methods of General Microbiology**

Microscopy; morphological, cultural, physiological, and serological characteristics of microorganisms; microbiology of food, water, and soil. 6 Lab. **Credits:** 2

**BIOL 515 - Plant Physiology**

Plant metabolism, effects of hormones and light on plant growth and development. Transport and translocation of water and solutes. Plant stress physiology. **Credits:** 3

**BIOL 516 - Plant Molecular Biology**

Molecular aspects of plant development. Examination of the structure, expression, and function of genes involved in the flowering plant life cycle, including genes controlling embryogenesis, vegetative growth, plant pathogen interaction, and reproduction. **Credits:** 3

**BIOL 517 - Biochemistry**

The metabolism of carbohydrates, lipids, nucleic acids, and proteins in plant and animal systems. **Credits:** 3

**BIOL 518 - Advanced Techniques in Microscopy**

This course provides an in-depth examination of basic and advanced imaging techniques used in biomedical fields with an emphasis on fluorescence

microscopy. Topics covered include: properties of light, refractive index, fluorescent quantum yields, quenching, polarization, anisotropy, FRET, FRAP, super-resolution microscopy and single molecule fluorescence techniques (lab required). **Prerequisites:** Permission of instructor. **Credits:** 4

**BIOL 519 - Cell Biology**

Structure, function and techniques for the study of cells. 3 Lecture. **Credits:** 3

**BIOL 520 - Darwin's Origin of Species**

A detailed reading and analysis of Darwin's landmark work, "On the Origin of Species," examining its historical and philosophical context, and its social and scientific significance. **Prerequisites:** Graduate Standing. **Credits:** 3

**BIOL 522 - Forensic Biology**

Principles of nuclear and mitochondrial DNA analysis, decomposition, autopsy, forensic databases, and bioterrorism. **Credits:** 4

**BIOL 524 - Pharmacology**

An introduction to medicinal chemistry. Topics include pharmacodynamics, pharmacokinetics, and the process of drug discovery, design, and development. 3 Lecture. **Credits:** 3

**BIOL 525 - Flora of the Southern Appalachians**

Taxonomy of flowering plants of the region; family relationships; use of keys for identification; recognition, collection, documentation, and preservation of specimens. One weekend collecting field trip. 2 Lecture, 6 Lab. **Credits:** 4

**BIOL 533 - Ecological Co-Adaptations**

In-depth study of co-evolutionary interactions, including seed dispersal, pollination, host-parasite, and plant-microbe interactions such as nitrogen fixation. Lecture, laboratory, and field trips. 3 Lecture, 3 Lab. **Credits:** 4

**BIOL 534 - Terrestrial Landscape Ecology**

Landscape structure and dynamics; major North American biomes; field and descriptive methods; required field labs and trips; 3 Lecture, 3 Lab/Field. **Credits:** 4

**BIOL 535 - Aquatic Ecology**

Biological, physical, and chemical components and processes in lakes and streams; field studies of local lakes and their biota. 2 Lecture, 6 Lab. **Credits:** 4

**BIOL 538 - Ecological Restoration**

Exploration of ecological restoration theory and management applications from fine to coarse scales approaches, and including composition, structural and functional components of ecosystems. **Credits:** 3

**BIOL 539 - Ecological Genetics**

A course for biology students interested in how population genetics principles can be applied to problems in conservation biology with an emphasis on their integration into wildlife and fisheries management. **Credits:** 3

**BIOL 541 - Conservation Biology**

Exploration of biodiversity conservation principles as they apply to managed ecosystems. Components of biodiversity, threats to biodiversity, and strategies for conserving it will be examined. **Credits:** 3

**BIOL 553 - Principles of Systematics**

Principles and methods used in describing animal and/or plant taxa and in testing hypotheses of evolutionary relationships; individual research projects on the systematics of selected taxa. **Credits:** 3

**BIOL 555 - Vascular Plants**

Biology of the higher plants; club and small club mosses, quillworts, scouring rushes, ferns, gymnosperms, and angiosperms in living and fossil form. 3 Lecture, 3 Lab. **Credits:** 4

**BIOL 561 - Molecular Medicine**

The study of the molecular and cellular basis of disease, and the application of this knowledge to the development of new clinical and diagnostic tools, medications, and therapies. **Credits:** 3

**BIOL 564 - Brewing Methods and Evaluation**

This course will combine the theoretical aspects of brewing with the practical side of making beer. Lecture topics will include such things as the basic ingredients used to make beer, the biochemistry involved in brewing, beer styles and evaluation of beer, and the historical, social, and political aspects of brewing. Lab exercises will include the production of many styles of beer and training in the methods of making and evaluating beers. Optional field may be a part of the course as conditions allow and could include unique opportunities to visit regional producers of malt, yeast, and hops as well as breweries where students will have the opportunity to engage with professional brewers about how to design recipes, brew on a large

scale, and other facets of the industry (e.g., quality control, packaging, and distribution, etc.) (Minimum age 21 by the end of week 7 of the course).

**Prerequisites:** Permission of instructor.

**Credits:** 4

#### **BIOL 567 - Biostatistics**

Statistical concepts and methods for biologists, design of experiments for computer analysis by ANOVA, single or multiple regression, principal components. 2 Lecture, 2 Lab.

**Prerequisites:** An elementary statistics course or permission of instructor.

**Credits:** 3

#### **BIOL 570 - Biology of Arthropods**

Functional morphology, physiology, natural history, and systematics of the arthropods; field/lab emphasis on spiders. 2 Lecture, 6 Lab. **Credits:** 4

#### **BIOL 571 - Animal Behavior**

Mechanisms, development, functional significance, and evolution of behavior; individual research projects, films, and discussions in lab. 3 Lecture, 3 Lab.

**Credits:** 4

#### **BIOL 572 - Ornithology**

Anatomy, physiology, ecology, behavior, diversity, and evolution of birds. Lab will focus on identification of North Carolina birds, field research techniques, and behavior. 3 Lecture, 3 Lab. **Credits:** 4

#### **BIOL 573 - Microbial Ecology**

Ecology of Archaea and Bacteria. Population and community detection, diversity, and roles in biogeochemical cycling using cultivation and molecular techniques. 3 Lecture, 3 Lab.

**Prerequisites:** BIOL 304 and (BIOL 413 or BIOL 414). **Corequisites:** Lab must be taken concurrently with lecture.

**Credits:** 4

#### **BIOL 574 - Virology**

This course is designed to provide students with an overview of the field of virology. In the first part of the course students will learn about the discovery of viruses and important findings that have greatly impacted human health and the fields of molecular biology, cell biology, and biochemistry. We will then dive into the molecular nature of viral genomes and their replication strategies. In the last part of the course students will learn about the battle between the virus and the host and the bizarre chain of immunological events that follows infection of a host organism with a specific virus. Core concepts in innate and adaptive immune responses will be

introduced to allow for in depth discussions about viral pathogenesis, vaccines, and anti-viral therapeutics. The field of virology is very broad and constantly changing and therefore cannot be completely covered in a one-semester course. However, it is the sincere goal of the instructor of this course to provide students with the tools that will allow them to further their knowledge of viruses on their own and enable them to initiate meaningful discussions with others. Scientific communication skills (both written and verbal) are of utmost importance and will be stressed throughout the course. Students will also participate in class discussions of current virology topics. Graduate students will apply knowledge gained in the lecture portion of the course by leading class discussions of primary literature topics relevant to the course. The instructor will assign a current journal article related to material being covered in class. With the instructor's supervision the graduate student will then create a class discussion activity related to the journal article. The Graduate student will then be responsible for furthering the class's knowledge of the topic during a journal club presentation and by leading a class discussion activity. At the end of the semester all students will research a virus of interest to them using primary literature and texts available through Hunter library. Students will write a report on their findings as well as present them orally to class. Students will be expected to demonstrate a mastery of all topics covered in the course and clearly communicate this knowledge to their fellow classmates through their presentation and written report. The laboratory component of this course is designed to safely give students hands on experience working with viruses. While working with locally isolated bacteriophages (viruses that infect bacteria) students will learn basic virological techniques such as sterile technique, virus culture, virus stock growth, and infectious virus particle quantification/purification methodologies. Each student in the class will work with their own unique bacteriophage and thus results between different students in the class are expected to vary. Class discussions and data comparisons between students will facilitate a greater understanding of the potential experimental outcomes of the

techniques applied in the course. All students will then complete an experimental series using their own stock of bacteriophage. During this experimental series students will learn and apply assorted molecular biology techniques such as DNA purification, restriction enzyme analysis, cloning, PCR, and Sanger sequencing. Students will evaluate the results of their experiments to first identify which bacteriophage they are working with, and then further the knowledge of their bacteriophage using partial sequence comparisons with other known mycobacteriophages with the goal of putative cluster placement. Graduate students will then plan and conduct their own experimental series (wet lab or bioinformatics based) using available bacteriophages that will be expected to contribute to the mycobacteriophage program recently started at WCU by Dr. Gainey, Dr. Wallen, and Megan Eckardt. At the conclusion of the laboratory portion students will write a comprehensive report to communicate the results of their experimental laboratory series. In addition students will also gain some experience working in a biological safety cabinet while learning mammalian tissue culture.

**Credits:** 4

#### **BIOL 576 - Contemporary Fisheries**

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

**Credits:** 4

#### **BIOL 577 - Herpetology**

Study of the biological diversity, evolution, life history, ecology, and conservation of amphibians and reptiles. Field trips required. **Prerequisites:**

Permission of instructor. **Credits:** 4

#### **BIOL 578 - Parasitology**

This course is intended to provide an exploration into the world of parasites. Emphasis will be placed on the life cycles and natural histories of those parasites that coexist with humans and animals and some of the worldwide toll these parasites exact. **Credits:** 3

#### **BIOL 579 - Mammalogy**

Anatomy, physiology, ecology, behavior, diversity, evolution, and conservation of mammals. Lab will focus on identification of mammals through skin/skull specimens and photo,

field research techniques, and behavior. Field trips required. 3 Lecture, 3 Lab.

**Prerequisites:** Graduate Standing.

**Credits:** 4

### **BIOL 589 - Cooperative Education in Biology**

S/U grading. Only 3 hours apply toward degree. **Prerequisites:** Minimum of 9 hours of graduate courses with at least a B average and approval of department head, advisor, and cooperative education coordinator. **Credits:** 3, R6

### **BIOL 593 - Advanced Studies in Biology**

Advanced Studies in Biology.

**Prerequisites:** Permission of department head. **Credits:** 1-6, R12

### **BIOL 612 - Principles of Chemical Ecology**

Biochemistry, physiology, and function of secondary compounds stressing alkaloids, phenolics, and terpenoids.

**Credits:** 3

### **BIOL 613 - Molecular Biology**

Principles of molecular/cellular biology for secondary teachers. **Credits:** 3

### **BIOL 614 - Principles of Chemical Ecology Laboratory**

Techniques for isolating, identifying, and studying biological functions of alkaloids, phenolics, and terpenoids. 6 Lab. **Corequisites:** BIOL 612. **Credits:** 2

### **BIOL 632 - Biogeography**

Plant and animal distribution; ecological and historical factors contributing to distribution of the earth's biota. **Credits:** 3

### **BIOL 636 - Physiological and Ecosystem Ecology**

In-depth study of environmental effects on physiological and morphological traits and their influences on energy and nutrient cycling through ecosystems.

Lecture, laboratory, and field exercises. 3 Lecture, 3 Lab. **Credits:** 4

### **BIOL 642 - Population and Community Ecology**

Population ecology concepts and questions from empirical and theoretical perspectives, including population structure, dynamics, regulation, demography, life histories, metapopulations, competition, predation, parasitism, and mutualism. 3 Lecture/Discussion, 3 Lab/Field.

**Prerequisites:** Permission of instructor. **Credits:** 4

### **BIOL 643 - Evolutionary Processes**

Mechanisms of evolution; emphasis on current research and hypotheses such as group selection, kin selection, r and K selection, and sympatric speciation.

**Credits:** 3

### **BIOL 672 - Ichthyology**

Systematics, life history, ecology, and identification of groups of fishes; collection of local fishes. 2 Lecture, 6 Lab/Field. **Credits:** 4

### **BIOL 675 - Advanced Methods in Ecology and Evolution**

In-depth study of field, computer simulation, and laboratory methods used to study the evolutionary ecology and ecological interactions across levels from individuals through landscapes. 3 Lecture, 2 Lab. **Credits:** 4

### **BIOL 693 - Topics in Biology**

Topics in Biology. **Prerequisites:** Permission of department head. **Credits:** 1-6, R12

### **BIOL 694 - Topics in Biology**

S/U grading. **Prerequisites:** Permission of department head. **Credits:** 1-6, R12

### **BIOL 696 - Seminar in Biology**

Presentations regarding current topics in biology. **Credits:** 1, R3

### **BIOL 697 - Introduction to Graduate Studies in Biology**

An introduction to teaching methods, ethics in science, thesis proposal writing and experimental design. This course also provides an introduction to Biology faculty research. **Credits:** 2

### **BIOL 699 - Thesis**

Only 6 semester hours may be applied toward degree. **Credits:** 1-6, R12

### **BIOL 799 - Continuing Research-Thesis Option**

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements. **Prerequisites:** Student must be enrolled in a thesis program. **Credits:** 1-6, R24

## **Birth-Kindergarten**

### **BK 513 - Literacy**

Advanced study of emergent literacy in young children from a developmental and constructivist perspective. Includes regular observation and data collection. **Prerequisites:** PSY 624. **Credits:** 3

### **BK 514 - Numeracy**

Advanced study of emergent numeracy in young children from a developmental and constructivist perspective. Includes regular observation and data collection. **Prerequisites:** PSY 624. **Credits:** 3

### **BK 566 - Infant Development**

Genetics, prenatal development, health, learning, perception, cognition, language, attachment, social development, environmental influences, family, culture, intervention programs.

**Prerequisites:** PSY 624. **Credits:** 3

### **BK 588 - Internship/Field Experiences**

Observing, planning, teaching, and evaluating young children with and without disabilities in a variety of settings. 5 days/week, full-time.

**Prerequisites:** PSY 624. **Credits:** 3

### **BK 603 - Current Family Theory and Research**

Professional family theory and research; sources of research data and information. **Credits:** 3

### **BK 607 - Action Research in Early Childhood**

Development, implementation, and evaluation of action research addressing an issue or trend in early childhood education. **Prerequisites:** PSY 624. **Credits:** 3

## **Business Administration**

### **BA 500 - Career Pathways: Enhancing Professional Skills for Graduate Students**

Professional and career skills for graduate students, including teamwork, creativity, presentation skills, oral communication, writing skills, analysis and synthesis of data, and planning and organization. **Credits:** 0

### **BA 589 - Cooperative Education Experience**

An elective in addition to existing program requirements. S/U grading. **Prerequisites:** Minimum of 9 hours at the 600 level with at least a B average. **Credits:** 3

### **BA 593 - Current Topics in Business Administration**

New or innovative approaches to solving business problems. Not available for credit toward graduate degrees in the College of Business. **Prerequisites:** Permission of instructor and director of graduate programs in business. **Credits:** 1-3, R4

### **BA 682 - Independent Research Project**

Supervised, student initiated research project. Three supervised contact hours with instructor. **Prerequisites:** Permission of department head and director of graduate programs in business. **Credits:** 3

### **BA 693 - Topics in Business Administration**

Topics in Business Administration  
**Prerequisites:** Permission of department head and director of graduate programs in business. **Credits:** 3, R6

### **BA 779 - Continuing Research-Non-Thesis Option**

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements. **Prerequisites:** Must NOT be enrolled in a thesis program. **Credits:** 1, R10

## **Business Law**

### **LAW 693 - Topics in Business Law**

Topics in Business Law. **Prerequisites:** Permission of department head and director of graduate programs in business. **Credits:** 1-3, R6

### **LAW 695 - Seminar in Business Law**

Seminar in Business Law.

**Prerequisites:** Permission of instructor. **Credits:** 3

## **Chemistry**

### **CHEM 521 - Advanced Inorganic Chemistry**

Survey of structure and bonding in inorganic compounds, acid-base theory, coordination complexes of transition metals and fundamentals of crystal-field and ligand-field theory. **Prerequisites:** Enrollment in the Chemistry Accelerated B.S./M.S. (ABM) Track and a grade of C- or better in CHEM 321; or enrollment in the Chemistry MS program. **Credits:** 3

### **CHEM 522 - Organometallics**

This course focuses on organometallics chemistry concepts. The course materials are designed to prepare students for higher studies and chemical industry and to develop their knowledge on organometallics chemistry concepts. The course materials will include a comprehensive examination of the organometallic compounds with an emphasis on electronic structure, chemical reactivity, spectroscopy, catalysis, and analytical methods used for their characterization. **Prerequisites:** Enrollment in the Chemistry Accelerated B.S./M.S. (ABM) Track, a grade of C- or better in CHEM 242 lecture, and completion of CHEM 321; or enrollment in the Chemistry MS program. **Credits:** 3

### **CHEM 535 - Instrumental Analysis II**

Advanced theory and practice of modern chemical instrumentation including environmental, biological and materials applications. 2 lecture, 3 lab.

**Prerequisites:** Enrollment in the Chemistry Accelerated B.S./M.S. (ABM) Track, completion of CHEM 370, and completion of, or concurrent enrollment in CHEM 352; or enrollment in the Chemistry MS program. **Credits:** 3

### **CHEM 540 - Synthetic Organic Chemistry**

Synthetic methods and mechanistic study to include selected topics emphasizing relationships between structure and reactivity. **Prerequisites:**

Enrollment in the Chemistry 4+1 concentration with a grade of C- or better in CHEM 242 (lecture); or enrollment in the Chemistry MS program. **Credits:** 3

### **CHEM 541 - Physical Organic Chemistry**

An in depth study of physical organic chemistry with an emphasis on structure and bonding and experimental determination of reaction mechanisms.

**Prerequisites:** Enrollment in the Chemistry Accelerated B.S./M.S. (ABM) Track and a grade of C- or better in both CHEM 242 lecture and CHEM 352; or enrollment in the Chemistry MS program. **Credits:** 3

### **CHEM 542 - Introduction to Organic Polymers**

Linear and cross-linked polymers; selected topics emphasizing relationships between structure and properties. **Prerequisites:** Enrollment in the Chemistry ABM concentration with completion of CHEM 370; or enrollment in the Chemistry MS program. **Credits:** 3

### **CHEM 545 - Structural Determination**

Survey of instrumental methods used in determining the structure of organic molecules. Topics will include MS, IR, UV-Vis, <sup>1</sup>H and <sup>13</sup>C NMR, and multidimensional NMR techniques.

**Prerequisites:** Enrollment in the Chemistry 4+1 concentration with a grade of C- or better in CHEM 242 (lecture) and CHEM 370; or enrollment in the Chemistry MS program. **Credits:** 3

### **CHEM 550 - Advanced Biochemistry**

Detailed analysis of the structures, properties, and functions of carbohydrates, lipids, nucleic acids, and proteins in plant and animal systems.

**Prerequisites:** Enrollment in the Chemistry Accelerated B.S./M.S. (ABM) Track with a grade of C- or better in CHEM 361 or BIOL 361 or permission of instructor; or enrollment in the Chemistry MS program. **Credits:** 3

### **CHEM 553 - Physical Chemistry: Quantum Chemistry and Spectroscopy**

Quantum mechanics, introduction to atomic and molecular spectroscopy and applications of thermodynamics.

**Prerequisites:** Enrollment in the Chemistry Accelerated B.S./M.S. (ABM) Track with a grade of C- or better in CHEM 232 and completion of MATH 255 and PHYS 230; or enrollment in the Chemistry MS program. **Credits:** 3

### **CHEM 554 - Computer Interfacing**

Digital logic, computer design; interfacing computers to laboratory instruments. 3 Lecture. **Prerequisites:** Enrollment in the Chemistry Accelerated B.S./M.S. (ABM) Track with a grade of C- or better in PHYS 131 or PHYS 231; or enrollment in the Chemistry MS Program. **Credits:** 3

### **CHEM 555 - Chemometrics**

Survey of numerical analysis of chemical data including quantitative and qualitative mixture analysis, classification, process optimization, and molecular target prediction with structure activity relationship modeling.

**Prerequisites:** Enrollment in the Chemistry Accelerated B.S./M.S. (ABM) Track with a grade of C- or better in CHEM 232 and completion or concurrent enrollment in CHEM 370; or enrollment in the Chemistry MS program. **Credits:** 3

### **CHEM 560 - Forensic Toxicology**

This course covers the fundamental aspects of forensic toxicology. During the first half of the class, students will study various topics such as history of forensic toxicology, postmortem forensic toxicology, human performance toxicology, drug facilitated crimes, analytical instruments used in forensic toxicology laboratories, pharmacokinetics, and pharmacodynamics of drugs. The second half of the class will focus on commonly encountered drugs and toxins. Major

classes of drugs including opioids, stimulants, CNS depressants, hallucinogens, dissociative anesthetics, cannabis will be addressed. The absorption, distribution, metabolism, mode of action, and presumptive and confirmatory testing of these drugs and metabolites will be discussed.

**Prerequisites:** Enrollment in the Chemistry Accelerated B.S./M.S. (ABM) Track with a grade of C- or better in CHEM 370; or enrollment in the Chemistry MS program. **Credits:** 4

#### **CHEM 561 - Environmental Chemistry**

Sources, reactions, transport, effects, and fates of chemical species in water, soil, air, and living environments.

**Prerequisites:** Enrollment in the Chemistry ABM concentration with completion of CHEM 352; or enrollment in the Chemistry MS program. **Credits:** 3

#### **CHEM 562 - Molecular Bioinformatics**

Provides experience in the computer analysis of DNA and protein sequences, interrogating gene bank databases, and predicting protein structures and functions. 2 Lecture, 3 Lab.

**Prerequisites:** Enrollment in the Chemistry Accelerated B.S./M.S. (ABM) Track with a grade of C- or better in CHEM 361 or BIOL 361 or permission of instructor; or enrollment in the Chemistry MS Program. **Credits:** 3

#### **CHEM 563 - Molecular Biotechnology**

Overview of modern biotechnology from a molecular perspective. **Credits:** 3

#### **CHEM 564 - Genomics**

Molecular aspects of cellular genomes.

**Prerequisites:** Enrollment in the Chemistry Accelerated B.S./M.S. (ABM) Track with a grade of C- or better in CHEM 361 or BIOL 361 or permission of instructor; or enrollment in the Chemistry MS Program. **Credits:** 3

#### **CHEM 565 - Forensic Chemistry**

Introduction to modern forensic chemistry with emphasis on the use of instrumental methods of analysis.

**Prerequisites:** Enrollment in the Chemistry Accelerated B.S./M.S. (ABM) Track with a grade of C- or better in CHEM 242 lecture and a grade of C- or better in CHEM 370; or enrollment in the Chemistry MS program. **Credits:** 4

#### **CHEM 567 - Nanomaterials: Fundamentals and Applications**

This course provides a comprehensive overview of nanomaterials in terms of synthesis, characterization, properties, and applications. This course covers fundamental scientific principles for different synthesis techniques, assembly of nanostructured materials, physical and chemical properties at the nanoscale, and different characterization techniques for nanomaterials. Existing and emerging applications of nanomaterials are also discussed. **Prerequisites:** Enrollment in the Chemistry Accelerated B.S./M.S. (ABM) Track and a grade of C- or better in CHEM 242 lecture and CHEM 370; or enrollment in the Chemistry MS program. **Credits:** 3

#### **CHEM 571 - Inorganic Syntheses**

This laboratory course focuses on exploring the principles of inorganic nanotechnology through the synthesis, characterization, and physical property investigation of nanoscale materials.

**Prerequisites:** Enrollment in the Chemistry Accelerated B.S./M.S. (ABM) Track with a grade of C- or better in both CHEM 242 (lecture and lab) and CHEM 321; or enrollment in the Chemistry MS program. **Credits:** 1

#### **CHEM 572 - Organic Syntheses**

This advanced laboratory course focuses on exploring principles of supramolecular chemistry through the synthesis of large organic molecular systems via self-assembly.

Characterization of these supramolecular systems will be done using advanced analytical techniques. **Prerequisites:** Enrollment in the Chemistry Accelerated B.S./M.S. (ABM) Track with a grade of C- or better in CHEM 242 (lecture and lab); or enrollment in the Chemistry MS program. **Credits:** 1

#### **CHEM 573 - Quantum Chemistry and Spectroscopy Laboratory**

Spectroscopic measurements and analysis of spectral data of chemical systems and processes. 3 Lab.

**Prerequisites:** Enrollment in the Chemistry Accelerated B.S./M.S. (ABM) Track with simultaneous enrollment or passing grade in CHEM 453 or CHEM 553; or enrollment in the Chemistry MS program. **Credits:** 1

#### **CHEM 575 - Biochemistry Laboratory**

Practical applications of biochemical and molecular biology techniques associated with the production and analysis of

nucleic acids and proteins.

**Prerequisites:** Enrollment in the Chemistry Accelerated B.S./M.S. (ABM) Track with a completion or a grade of C- or better in CHEM 361 or BIOL 361 or permission of instructor; or enrollment in the Chemistry MS Program. **Credits:** 1

#### **CHEM 593 - Topics in Chemistry**

Lecture, Lecture/Lab, Lab, or Seminar.

**Prerequisites:** Permission of department head. **Credits:** 1-3 Lecture, 0-3 Lab, or seminar

#### **CHEM 596 - Seminar in Chemistry**

Development of scientific communication skills including public speaking and critically listening to scientific presentations, preparation for graduate studies. 2 Seminar.

**Prerequisites:** Junior-level standing; Enrollment in the 4+1 Program. **Credits:** 1

#### **CHEM 621 - Graduate Inorganic Chemistry**

Structure and bonding in inorganic compounds; acid-base theory; coordination complexes of transition metals; introduction to crystal-field and ligand-field theory. **Credits:** 3

#### **CHEM 652 - Graduate Physical Chemistry**

Overview of chemical thermodynamics, kinetics, and quantum mechanics. **Credits:** 3

#### **CHEM 689 - Cooperative Education in Chemistry**

Applied project or internship component of the M.S. Chemistry Professional Science Concentration in Natural Products. **Prerequisites:** Minimum of 9 hours of graduate courses, minimum B average in graduate work, and approval of department head, advisor, and cooperative education coordinator. **Credits:** 6, R6

#### **CHEM 691 - Topics in Chemical Education**

Topics in Chemical Education **Prerequisites:** High school chemistry teaching experience; permission of department head. **Credits:** 1-3, R9

#### **CHEM 692 - Topics in Inorganic Chemistry**

Topics in Inorganic Chemistry **Credits:** 3, R6

#### **CHEM 693 - Topics in Analytical Chemistry**

Topics in Analytical Chemistry **Credits:** 3, R6

#### **CHEM 694 - Topics in Organic Chemistry**

Topics in Organic Chemistry **Credits:** 3, R6

**CHEM 695 - Topics in Physical Chemistry**

Topics in Physical Chemistry **Credits:** 3, R6

**CHEM 696 - Seminar in Chemistry**

Seminar in Chemistry **Credits:** 1, R3

**CHEM 697 - Non-thesis Research in Chemistry**

Only 9 semester hours may be counted toward a degree. In this course students will work on an independent project involving some aspect of chemistry or professional aspects of the chemical industry. Example projects may include: A traditional chemistry research problem; a collaboration with a local industry to address operational costs, regulatory issues, market/feasibility studies, etc.; a collaboration with a local industry to address method development, instrumentation testing, application testing, etc. The research accomplished in this course will be presented in a formal report and orally to an advisory committee. **Prerequisites:** Permission of instructor. **Credits:** 1-3

**CHEM 698 - Research in Chemistry**

Only 9 semester hours may be counted toward a degree. **Prerequisites:** Permission of Thesis Research Advisory Committee. **Credits:** 1-3, R15

**CHEM 699 - Thesis**

Only 3 semester hours may be counted toward a degree. **Prerequisites:** CHEM 698 and permission of Thesis Research Advisory Committee. **Credits:** 3, R9

**CHEM 779 - Continuing Research-Non-Thesis Option**

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements. **Prerequisites:** Must NOT be enrolled in a thesis program. **Credits:** 1, R10

**CHEM 799 - Continuing Research-Thesis Option**

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements. **Prerequisites:** CHEM 699 and enrollment in a thesis program. **Credits:** 1, R12

## Communication Sciences and Disorders

### **CSD 550 - Introduction to Audiology**

Introduction to the profession of audiology, the physics of sound, and diagnostic audiology. Also includes the anatomy, physiology and common pathologies of the auditory system, impact of hearing loss, types of characteristics of hearing loss, conventional procedures used to assess hearing, interpretation of audiological test findings, and criteria for initiating audiological referrals. **Credits:** 3

### **CSD 594 - Topics in Communication Disorders**

Topics in Communication Disorders. **Prerequisites:** Permission of instructor. **Credits:** 1-3, R6

### **CSD 620 - Infant Toddler Communication**

This course describes the acquisition of communication and language in the first 30 months of life. **Credits:** 3

### **CSD 622 - Cognitive-Communication Disorders**

In this course, students will learn the prevention, assessment, and treatment of cognitive-communicative disorders related to major neurocognitive disorder and traumatic brain injury across the lifespan. **Credits:** 3

### **CSD 630 - Professional Issues in Communication Sciences and Disorders**

Review and analysis of professional issues that impact services delivery in communication sciences and disorders and strategies for addressing the issues. **Credits:** 3

### **CSD 640 - Voice and Resonance Disorders**

Topics include etiology, assessment, and treatment of voice and resonance disorders. This course incorporates multicultural perspectives and considers the psychosocial impact of these disorders across the lifespan. **Credits:** 3

### **CSD 642 - Research in Communication Disorders**

Study and application of research designs and statistics in communication disorders. **Credits:** 3

### **CSD 648 - Language Disorders - School Age**

Current issues in language and learning disabilities; application of research to assessment and intervention. **Credits:** 3

### **CSD 662 - Articulation and Phonological Disorders**

Current issues in articulation and phonology; application of research to assessment and intervention. **Credits:** 3

### **CSD 664 - Culturally Responsive Practice in CSD**

CSD 664 focuses on multicultural issues in speech language pathology. Students will learn evidence-based principles of assessment and intervention for culturally and linguistically diverse (CLD) populations, including basic principles of second language acquisition, the importance of distinguishing difference from disorder, clinical issues for specific cultural and linguistic populations, and distinct cultural and linguistic variables that may impact access to SLP services. **Credits:** 3

### **CSD 668 - Language Disorders-Preschool**

Analysis of language disorders among the preschool population: Evaluation and implementation of treatment approaches. **Credits:** 3

### **CSD 670 - Fluency Disorders**

Theory, assessment, and treatment of stuttering and other fluency disorders in children and adults. **Credits:** 3

### **CSD 672 - Language Disorders in Adults**

Theory, diagnosis, and treatment of adult language disorders. **Credits:** 3

### **CSD 673 - Neurogenic Speech Disorders**

Theory, diagnosis, and treatment of neurogenic speech disorders including apraxia, dysarthria, cerebral palsy, and dysphagia. **Credits:** 3

### **CSD 677 - Dysphagia: Swallowing and Pediatric Feeding Disorders**

Swallowing and feeding are dynamic and comprehensive processes whereby we bring nourishment and hydration into our bodies for the purpose of sustaining life. A thorough understanding of normal anatomy and physiology of the aerodigestive tract, the multiple phases of swallow, and the complex coordination of skills is necessary to diagnose and treat swallowing and feeding disorders. When the swallow or feeding is impaired by a particular physiological condition, disorder or disease process the Speech Pathologist is called to the case to assess the condition of the swallow mechanism and its associated risks, modify the environment, including food or liquid

consistencies or body position to allow maximal sustaining of nutrition, and provide therapeutic intervention for (re)education of muscle and sensory function for the patient or client. Upon completing of this course the student will have a clear & functional understanding of these and many other tools used in the diagnosis and treatment of swallowing and pediatric feeding disorders. **Credits:** 3

#### **CSD 678 - AAC Assessment and Intervention**

Study of augmentative/alternative communication systems and assessment/intervention strategies for persons with severe disabilities. **Credits:** 3

#### **CSD 681 - Master's Capstone Project**

A capstone experience in which students reflect on the knowledge and skills they have gained throughout their program and continue to develop skills as an entry-level professional. **Credits:** 3

#### **CSD 683 - Clinical Practicum**

Supervised clinical experiences in varied settings. 3 Clinical experience.

**Prerequisites:** Permission of instructor.

**Credits:** 1-3, R15

#### **CSD 699 - Thesis**

Thesis. **Prerequisites:** EDRS 602 and permission of instructor. **Credits:** 3, R6

#### **CSD 793 - Topics in Severe Disabilities I**

Introductory graduate seminar addressing communicative abilities and needs of persons with severe disabilities and autism. **Prerequisites:** Admission to the WCU Communication Disorders Program in Severe Disabilities. **Credits:** 3

#### **CSD 794 - Topics in Severe Disabilities II**

Second seminar addresses communication-based practice issues for persons with severe disabilities and autism. **Credits:** 3

### **Communication— Electronic Media**

#### **COMM 593 - Selected Topics in Communication**

Selected topics in communication.

**Credits:** 3

### **Computer Information Systems**

#### **CIS 661 - Systems Analysis and Development**

Analysis and development of information systems (small, workgroup, and enterprise systems) using recent technology. Students develop, implement, and test client-server and/or Web-based information systems.

**Credits:** 3

#### **CIS 662 - Database Management Systems**

Centralized information system design and implementation for business applications, logical system model, physical model, and database application development. **Credits:** 3

#### **CIS 682 - Research Project in Computer Information Systems**

Research projects dealing with analysis, design, development, testing, implementation, security, tools, languages, or other topics related to information systems of the present or the future. **Prerequisites:** Detailed project proposal must be approved by department head and director of graduate programs in business. **Credits:** 3, R6

#### **CIS 693 - Topics in Information Systems**

Current and emerging topics in information systems. **Prerequisites:** Permission of department head and director of graduate programs in business. **Credits:** 1-3, R6

### **Computer Science**

#### **CS 553 - Database Systems**

Relational data model and SQL, design of scalable, data-intensive systems (schemas, indexes, views, query optimization, transactions), alternative data models and query languages.

**Prerequisites:** CS 253 or permission of department head. **Credits:** 3

#### **CS 572 - Artificial Intelligence**

The design of intelligent computer systems: Problem-solving, reasoning, decision-making, and learning and on their logical and probabilistic foundations. **Prerequisites:** CS 253 and (MATH 270 or MATH 370); or permission of department head. **Credits:** 3

#### **CS 575 - Cloud Computing**

This course will include an in-depth, hands-on exposure to how applications are created and deployed in modern public cloud computing environments. The course will cover fundamental concepts in distributed systems including distributed clocks, consistency, fault tolerance, and consensus. The course will also cover fundamental concepts in modern database systems such as

distributed ACID transactions, column-stores, and key-value stores.

**Prerequisites:** CS 351 or permission of department head. **Credits:** 3

#### **CS 593 - Selected Topics in Computer Science**

Selected Topics in Computer Science

**Prerequisites:** Permission of department head. **Credits:** 1-6, R6

### **Construction Management**

#### **CM 503 - Sustainability in Construction**

Sustainability and green building concepts and how they are integrated into the different segments of the construction industry. **Prerequisites:**

Admission to the MCM program or admission to the Graduate School and permission of instructor. **Credits:** 3

#### **CM 515 - Introduction to Legal Issues in Construction**

Introduction to selected topics from law and ethics that support the activities of the construction/project manager.

**Prerequisites:** Admission to the MCM or MPM program(s). **Credits:** 3

#### **CM 542 - Construction Estimating**

Comprehensive introduction to the principles, techniques, technologies, and concepts related to the methodologies and strategies used in the preparation of construction estimates and bid proposals.

**Prerequisites:** Admission to the MCM program or admission to the Graduate School and permission of instructor.

**Credits:** 3

#### **CM 552 - Leadership in Construction Management**

Theory and practice of leadership in construction management, including in-depth coverage of motivation, conflict resolution, decision making and other construction management leadership topics. **Credits:** 3

#### **CM 562 - Construction Scheduling**

Construction scheduling utilizing the critical path method, program evaluation and review technique, and computer applications. **Prerequisites:** Admission to the MCM program or admission to the Graduate School and permission of instructor. **Credits:** 3

**CM 600 - Advanced Construction Finance**

This course investigates financial management of construction companies, financial decision making and project financing. **Prerequisites:** Admission to



the MCM or MPM program(s). **Credits:** 3

#### **CM 611 - Advanced Materials and Methods**

Methods and materials used in the construction industry including asphalt, concrete, timber, masonry fiber reinforced composites and other materials. **Prerequisites:** Admission to the MCM program or permission of the instructor. **Credits:** 3

#### **CM 621 - Construction Operations and Safety**

Theory and case studies related to the construction operations analysis and safety operations including productivity improvement and human factors.

**Prerequisites:** Admission to the MCM program or admission to the Graduate School and permission of instructor. **Credits:** 3

#### **CM 630 - Advanced Legal Issues in Construction**

An overview of standard construction contracts traditionally used between contractors, owners, design professionals and subcontractors and an introduction to different contractual delivery risk mechanisms. **Prerequisites:** Admission to the MCM program or admission to the Graduate School and permission of instructor. **Credits:** 3

#### **CM 649 - Computer Applications in Construction**

Computer applications in construction including hardware and software and emerging computing and information technologies. **Prerequisites:** Admission to the MCM program or admission to the Graduate School and permission of instructor. **Credits:** 3

#### **CM 650 - Project Management Systems**

An overview of the project management framework and knowledge areas; the strategic context of projects; introduction to project management tools.

**Prerequisites:** Admission to the MCM program or permission of instructor. **Credits:** 3

#### **CM 653 - Research Methods in Construction**

This course examines the application of statistical techniques to issues in construction management, including quality control, decision making, and risk analysis. **Prerequisites:** Admission to the MCM program or admission to the Graduate School and permission of instructor. **Credits:** 3

#### **CM 655 - Advanced Topics in Construction**

This course focuses on three current topics, their reasons for development, progress, and affect on the industry.

**Prerequisites:** Admission to the MCM program. **Credits:** 3

#### **CM 656 - Construction Forensics**

This course investigates construction failures, construction failure investigation techniques, and preventing construction failures. **Prerequisites:**

Admission to the MCM program or admission to the Graduate School and permission of instructor. **Credits:** 3

#### **CM 657 - Construction Best Practices**

An examination of approaches to benchmarking and to current construction industry best practices.

**Prerequisites:** Admission to the MCM program. **Credits:** 3

#### **CM 660 - Land Development I**

This course introduces and develops the student's knowledge of land development feasibility and site analysis, conceptual design, planning, environment regulations, sustainable site planning and construction.

**Prerequisites:** Admission to the MCM program. **Credits:** 3

#### **CM 662 - Land Development Finance**

This course introduces and develops the student's knowledge of land development financing and investment.

The course will focus on analytical techniques used in evaluating developments. **Prerequisites:** CM 600. **Credits:** 3

#### **CM 688 - Directed Project**

A formal investigation of a particular research problem under the guidance of a faculty member. **Credits:** 1-3, R6

### **Counseling**

#### **COUN 500 - Comprehensive Examination**

Counseling program comprehensive examination. According to Graduate School policy, only one re-examination will be permitted. **Prerequisites:**

Admission to graduate program in Counseling. **Credits:** 0, R0

#### **COUN 600 - Individual and Group Helping Skills**

Exploration of helping roles; individual interviewing skills, group process skills demonstration, role playing, and recordings; for noncounseling majors. **Credits:** 3

#### **COUN 602 - Professional and Ethical Issues in Counseling**

Orientation to counseling profession, history, credentials, roles and current issues; ethical and legal issues, including client rights, professional relationships, and advocacy. **Credits:** 3

#### **COUN 605 - The Helping Relationship**

Analysis of the helping relationship; development of helping skills; demonstrations, role playing, and recordings; professional orientation; ethical issues; on-campus laboratory experience required. **Prerequisites:**

Admission to graduate program in Counseling. **Credits:** 3, R6

#### **COUN 610 - Family Counseling**

Overview of family counseling theories and interventions used with couples and families in counseling. **Prerequisites:** Permission of instructor. **Credits:** 3

#### **COUN 612 - Sexuality Counseling**

Exploration of human sexuality and assisting individuals and couples with sexual concerns. Emphasis on sexual development, sexual orientation, sexual dysfunction, and sexual trauma/abuse. **Credits:** 3

#### **COUN 615 - Cross-cultural Counseling**

Social and cultural considerations in counseling; study of ethnic groups, differences between and within cultural groups, and their implications for counseling. **Prerequisites:** Admission to graduate program in Counseling or permission of instructor. **Credits:** 3

#### **COUN 617 - Addictions Counseling**

A systems-based study of addiction and its effects upon the individual, family, and community; implications for counseling those affected by addiction. **Credits:** 3

#### **COUN 619 - Nature as a Metaphor**

Students will learn methods of incorporating the complexities and interactive systems found in nature into client treatment plans through the construction of metaphors that match client diagnosis and accepted modalities of treatment. **Credits:** 3

#### **COUN 620 - Counseling Children and Adolescents**

This course is designed to increase school and clinical mental health counseling students' awareness, knowledge, and skills of counseling children, adolescents and transition age youth. Using developmental and

multicultural frameworks, this course will explore client populations and issues, present a variety of effective theoretical approaches, counseling modalities and techniques for working with families, children, and adolescents. **Prerequisites:** COUN 605 or permission of instructor. **Credits:** 3

#### **COUN 621 - Play Therapy**

Introduction to the basic concepts of child-centered play therapy. Development of a therapist-child relationship and utilization of play media in the counseling process is emphasized as a means to facilitate expression, self-understanding, and growth and development. **Prerequisites:** COUN 605. **Credits:** 3

#### **COUN 622 - Counseling Adults and Older Persons**

This course explores normal physiological and psychological changes associated with the aging process. Counseling needs of adults, older persons and their caregivers are addressed. **Credits:** 3

#### **COUN 623 - Introduction to Clinical Mental Health Counseling**

Concepts and current practices in counseling in clinical mental health settings; consideration of a model clinical mental health counseling program. **Credits:** 3

#### **COUN 625 - Developmental Perspectives of Counseling**

Nature and needs of individuals across the developmental lifespan, including social, cognitive, behavioral, and personality factors and strategies for facilitating development across the lifespan. **Prerequisites:** Admission to graduate program in Counseling or permission of instructor. **Credits:** 3

#### **COUN 628 - Grief and Loss Counseling**

Introduction to grief and loss counseling that includes theories, models, and approaches used; specific types of loss and grief and how they impact healthy vs. unhealthy processes; and learning to use assessment and therapeutic tools in an ethically and culturally relevant way. **Prerequisites:** COUN 605 or permission of instructor. **Credits:** 3

#### **COUN 630 - Theories and Techniques of Counseling**

Selected theories of counseling; application through demonstrations, supervised practice and role play; development of personal model of

counseling. **Prerequisites:** COUN 605. **Credits:** 3

#### **COUN 633 - Crisis Intervention and Trauma Therapy**

Crisis intervention, suicide prevention and strategies, trauma, and trauma-informed practice in counseling.

**Prerequisites:** COUN 605 or permission of instructor. **Credits:** 3

#### **COUN 635 - Group Methods in Counseling**

Theories, techniques, materials, and procedures used in group interaction; participation in group processes required. **Prerequisites:** COUN 605, and the completion of, or concurrent enrollment in COUN 615 and COUN 630. **Credits:** 3

#### **COUN 637 - Creative and Expressive Arts in Counseling**

Introduction to various expressive and creative modalities to compliment and enhance the counseling process.

**Credits:** 3

#### **COUN 640 - Assessment in Counseling**

Approaches to assessment and evaluation in counseling; selection, administration, interpretation of tests and other appraisal methods; and cultural and ethical implications. **Prerequisites:** Admission to graduate program in Counseling or permission of instructor. **Credits:** 3

#### **COUN 645 - Leadership and Advocacy in Counseling**

Role of the school counselor as collaborator, consultant, and systems change agent within the K-12 school setting. **Credits:** 3

#### **COUN 650 - Career Development**

Philosophy, theory, and research in career development and vocational choice processes; career information resources; applicability to special groups. **Prerequisites:** Admission to graduate program in Counseling or permission of instructor. **Credits:** 3

#### **COUN 660 - School Counseling Program Development**

Organization, maintenance, evaluation, and improvement of developmental K-12 school counseling programs; relationship to total school program. **Credits:** 3

#### **COUN 667 - The DSM and Effective Treatment Planning in Counseling**

The primary goal of this course is to provide students with the skills necessary to formulate effective

treatment plans and use the DSM in a counseling setting. **Credits:** 3

#### **COUN 670 - Research in Counseling**

Applications of research and program evaluation methodologies in counseling. **Credits:** 3

#### **COUN 672 - Positive Psychotherapy in Integrated Care**

This course is designed to introduce students to the theory and practice of positive psychotherapy (PPT) in integrated health care practices (IC).

**Credits:** 3

#### **COUN 677 - Spirituality in Counseling**

Significance of spiritual and religious practices, beliefs for counseling clients; examination of various counseling approaches for integrating spiritual/religious issues into counseling.

**Credits:** 3

#### **COUN 680 - Independent Study in Counseling**

Independent Study in Counseling **Prerequisites:** Advanced standing and permission of advisor. **Credits:** 3, R6

#### **COUN 686 - Practicum in Counseling**

Application of skills in settings that approximate employment; recordings and transcripts required; minimum 100 hours of supervised counseling experience required. S/U grading.

**Prerequisites:** COUN 605, COUN 615, COUN 630, and approval of Counseling faculty. **Credits:** 3

#### **COUN 687 - Internship in Counseling**

Supervised, on-site experience in various counselor employment settings; recordings and transcripts required; minimum 600 hours of supervised counseling experience required. S/U grading.

**Prerequisites:** COUN 686 and approval of Counseling faculty. **Credits:** 3 or 6, R6

#### **COUN 693 - Topics in Counseling**

Special topics in Counseling **Credits:** 3, R6

#### **COUN 779 - Continuing Research - Non-Thesis Option**

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements. **Prerequisites:** Must NOT be enrolled in a thesis program. **Credits:** 1, R10

**COUN 784 - Internship in Counseling**

Supervised, in-depth experience in counseling settings; recommendation of advisor. S/U grading. **Credits:** 3

**Curriculum and Instruction**

**EDCI 500 - Introduction to Teaching**

An introduction to teacher leadership, child and adolescent development, curriculum, planning, instruction, and assessment within diverse schools.

**Credits:** 3

**EDCI 501 - Culturally Responsive Classroom Management**

An introduction to culturally responsive classroom management focusing on culturally responsive pedagogical approaches that guide and inform the *management* decisions that teachers make. **Credits:** 3

**EDCI 503 - Social Studies in the Secondary School**

Curriculum, materials, and methods for in-service teachers. **Credits:** 3

**EDCI 583 - Internship I in Secondary Education and Special Subject Areas**

Study of the ways in which young people learn and the teaching strategies and tools that facilitate their learning. Required field experience.

**Prerequisites:** Admission to Professional Education. **Credits:** 3

**EDCI 595 - Residency Seminar**

Seminar designed to support MAT students working full time in K-12 classrooms and entering teacher education for the first time. Provides beginning teacher support as well as an introduction to Western Carolina University. **Credits:** 1

**EDCI 603 - Comparative Education**

Comparison of educational systems in selected cultures. **Credits:** 3

**EDCI 604 - Curriculum Development**

Fundamentals of curriculum planning with special emphasis on relating research, theory, and practice. **Credits:** 3

**EDCI 607 - Foundations of Teacher Leadership in a Diverse Society**

Examination of the teacher leader framework in the 21st Century in the context of the historical, cultural, social and philosophical foundations of American public education. Field experience required. **Credits:** 3

**EDCI 609 - Assessment of Instruction**

Educational assessment of K-12 learners emphasizing curriculum-based measurement and progress monitoring.

Field experience required. **Credits:** 3  
**EDCI 610 - Research Methods in Education**

EDCI 610 provides introductory-level coverage of the theory and practice of research with primary application to K-12 and fields relative to this context, as well as to higher education settings. The goal of the course is to introduce students to the use of research for the articulation and solution of problems likely encountered in professional life. Throughout the course, emphasis will be placed on understanding and applying concepts to practical problems and real-life situations. **Credits:** 3

**EDCI 616 - Advanced Studies in Teacher Leadership**

Interdisciplinary study of teacher leadership within the historical, social, cultural and philosophical context of diverse communities. Clinical experience required. **Prerequisites:** Graduate student status. **Credits:** 3

**EDCI 620 - Issues and Trends in STEM Education**

An introduction to issues and trends in K-12 STEM education and research. Students analyze literature to identify central issues and controversies, critique and debate articles, and create literature reviews focused on an area of teaching and learning in STEM. **Credits:** 3

**EDCI 621 - Methods of STEM Education**

Methods for design, implementation, and evaluation of STEM education in K-12 classrooms. Students will develop theoretical and practical knowledge of STEM education methods, conduct a STEM community inventory and case study in order to facilitate collaboration between educational and STEM-focused organizations, and plan, teach, and evaluate a STEM unit. **Credits:** 3

**EDCI 622 - Engineering Projects for K-12 Educators**

Introduces K-12 educators to engineering projects and ways to incorporate them in the classroom. Students create a solution to a problem using a systematic engineering process and design a curricular unit focused on the engineering process. **Credits:** 3

**EDCI 623 - Innovative Uses of Technology in STEM Education**

Connects STEM educational theory and practices to the use of technologies. This course provides opportunities to make connections between STEM educational theory and practices and the use of innovative technologies. Students design K-12 STEM projects that apply innovative technology practices and critically analyze connections to digital skills. **Credits:** 3

**EDCI 624 - STEM Education Projects**

Engages students in STEM education projects that inform their work as STEM educators and STEM education leaders in K-12 education. Students develop a STEM education project proposal, conduct and analyze this project, and present their findings. **Prerequisites:** EDCI 620, EDCI 621, EDCI 622, and EDCI 623. **Credits:** 3

**EDCI 646 - Technology and Personalized Learning Environments**

This course will allow participants to explore and use digital tools to personalize learning environments within K-12 classrooms. **Credits:** 3

**EDCI 689 - Internship II in Secondary Education and Special Subjects Areas**

Supervised clinical experience in a school setting. **Prerequisites:** Admission to Teacher Education. **Corequisites:** EDCI 695. **Credits:** 3, 6, or 9, R12

**EDCI 695 - Seminar in Reflective Practice in Teaching**

Required for MAT students in Art, Biology, Chemistry, English, Mathematics, Music, and Social Sciences. **Corequisites:** EDCI 689. **Credits:** 3

**EDCI 696 - Teacher Research in K-12 Classrooms I: Planning**

Students will explore subject matter specific research studies and methods that they can then employ in their K-12 classrooms. **Prerequisites:** EDCI 610. **Credits:** 3

**EDCI 697 - Teacher Research in K-12 Classrooms II: Implementation**

Students will implement their research study in a K-12 classroom setting. **Prerequisites:** EDCI 696. **Credits:** 3

**EDCI 699 - Thesis**

Thesis. **Credits:** 4

**Economics**

**ECON 682 - Research Project in Economics**

Research Project in Economics.

**Prerequisites:** Detailed project proposal must be approved by department head and director of graduate programs in business. **Credits:** 3, R6

### **ECON 693 - Topics in Economics**

Topics in Economics. **Prerequisites:** Permission of department head and director of graduate programs in business. **Credits:** 1-3, R6

## **Education and Psychology**

### **EDPY 591 - Topics in Education and Psychology**

Topics in Education and Psychology.

**Prerequisites:** Permission of department head. **Credits:** 1, R3

### **EDPY 592 - Topics in Education and Psychology**

Topics in Education and Psychology.

**Prerequisites:** Permission of department head. **Credits:** 2, R6

### **EDPY 593 - Topics in Education and Psychology**

Topics in Education and Psychology.

**Prerequisites:** Permission of department head. **Credits:** 3, R6

### **EDPY 693 - Topics in Education and Psychology**

Topics in Education and Psychology

**Prerequisites:** Permission of department head. **Credits:** 3, R6

### **EDPY 793 - Selected Topics in Education and Psychology**

S/U grading. **Prerequisites:** Enrolled in EdS program and permission of department head. **Credits:** 3, R12

## **Educational Leadership**

### **EDL 601 - Ethical School Leadership**

Addresses the foundations for leadership through core themes of relationships, school culture, change, learning, and systems design; including self-assessment, ethics and systems thinking.

**Credits:** 1-3, R12

### **EDL 602 - Shaping School Culture**

Understanding and influencing school culture based on ethical, legal and political considerations. **Credits:** 3

### **EDL 603 - Instructional Leadership**

Build knowledge, skills, competencies for effective instructional leadership.

**Credits:** 3

### **EDL 604 - Leadership for**

### **Continuous School Improvement**

Individual and collaborative explorations of multiple topics on leading, managing and improving schools for student learning. **Prerequisites:** Must be

enrolled in the MSA Program. **Credits:** 1-3, R12

### **EDL 611 - Managing Educational Organizations**

Investigation of school-site management issues, including budget, personnel, facilities, schedules, transportation, food services, student accounting, discipline, and school safety. **Credits:** 3

### **EDL 612 - Curriculum Leadership**

Developing knowledge, skills, and competencies to lead collaborative curriculum assessment, design, and implementation. **Credits:** 3

### **EDL 615 - International School Leadership**

School application of leadership theory from an international perspective.

Leadership theories, situations, responsibilities in schools, and the aesthetic dimensions of leadership. **Credits:** 3

### **EDL 617 - Philosophy, History, and Sociology of Education**

The exploration of philosophical, historical, and social influences on American Education. Special emphasis on how these issues confront school leaders. **Prerequisites:** Enrolled in MSA or PMC programs. **Credits:** 3

### **EDL 620 - Legal and Ethical Foundations of Public Education**

Principles of school law and ethical practice; authority, responsibility, and liability of school boards, administrators, and teachers; significant court cases.

**Credits:** 1-3

### **EDL 621 - Leading the Adult Learner**

This course teaches adult learning theory and the role of school leaders in building teacher capacity. This class is designed to support leadership development of students by engaging in dialogue about adult ways of learning, leading groups in schools, ways which leaders can help teachers understand socially just decision making and exploring the power of reflective practice. **Credits:** 3

### **EDL 625 - Introduction to School Leadership**

Overview of leadership in educational organizations. Understand organizational theory, leadership of groups and individuals, and principles of school law. **Credits:** 3

### **EDL 642 - Leadership for Social Justice**

The goal of this course is to contribute to the development of scholar practitioners prepared to lead the disruption and

transformation of educational organizations toward excellent, equitable, and socially just outcomes for all students. **Prerequisites:** Enrolled in MSA or PMC programs. **Credits:** 3

### **EDL 660 - School-Community Relations**

Developing and maintaining appropriate relationships with diverse audiences; communicating effectively with a variety of publics; techniques and tools for building positive school communities.

**Credits:** 3

### **EDL 686 - School-Site Internship I**

An administrative internship under supervision of a practicing principal and university faculty. Seminar sessions held concurrently. **Credits:** 3

### **EDL 687 - School-Site Internship II**

Administrative internship under supervision of practicing principal and university faculty. Second of two required internships. Seminar sessions held concurrently. **Credits:** 3

### **EDL 701 - Ethical School Leadership**

Addresses the foundations for leadership through core themes of relationships, school culture, change, learning, and systems design; including self-assessment, ethics and systems thinking.

**Prerequisites:** Enrolled in PMC or EdD program. **Credits:** 1-3

### **EDL 702 - Shaping School Culture**

Understanding and influencing school culture based on ethical, legal and political considerations. **Credits:** 3

### **EDL 703 - Instructional Leadership**

Build knowledge, skills, competencies for effective instructional leadership

**Credits:** 3

### **EDL 704 - Leadership for Continuous School Improvement**

Individual and collaborative explorations of multiple topics on leading, managing and improving schools for student learning.

**Prerequisites:** Enrolled in PMC or EdD program. **Credits:** 1-3

### **EDL 705 - Leadership for Educational Programs**

Function, organization, and leadership responsibilities of the central office supervisory staff, with an emphasis on system-wide program coordination.

**Prerequisites:** EDSU 605. **Credits:** 3

### **EDL 714 - Role of School Leaders in Special Education**

Supervisory role of school leaders in supporting general and special education teachers to meet the needs of students with disabilities. **Prerequisites:** Enrolled

in MSA or PMC programs and (EDL 601 or EDL 701). **Credits:** 1-3

**EDL 721 - Current Topics in Education Law**

Principles, research, and applied experiences in school law including practice; authority, responsibility, and liability of school boards, administrators, and teachers. **Credits:** 3

**EDL 725 - Research in School Leadership Standards**

Research on topics related to North Carolina's Standard's for 21st Century School Leaders. **Prerequisites:** Enrolled in MSA, PMC, or EdD program. **Credits:** 1-3

**EDL 730 - School Finance and Business Management**

Principles and practices of financing public education; revenue and allocation plans; budgeting; and management of school funds. **Prerequisites:** Enrolled in MSA and EDL 601; or PMC and EDL 701; or EdD. **Credits:** 3

**EDL 731 - Policy Development and Analysis**

Visioning, strategic planning, organizational goals and objectives, and policy development are major topics. An analysis of policy and its effect on organizational performance is included. **Credits:** 3

**EDL 740 - School Plant Planning and Management**

Determination of needs; planning construction and remodeling; efficient use of school plants. **Credits:** 2

**EDL 750 - Educational Human Resource Management**

This course studies personnel management in the public schools with issues such as recruitment, selection, staff development, and supervision.

**Prerequisites:** Enrolled in MSA or PMC programs. **Credits:** 3

**EDL 786 - School-Site Internship I**

An administrative internship under supervision of a practicing principal and university faculty. Seminar sessions held concurrently. **Prerequisites:** Enrolled in MSA, or PMC, or EdD program; and EDL 601 or EDL 701. **Credits:** 1-4

**EDL 793 - Topics in School Administration**

Scheduling; negotiations; budgeting; management information systems; surveys; changes in school law.

**Prerequisites:** Enrolled in MSA and EDL 601, or PMC and EDL 701, or EdD. **Credits:** 1-3, R12

**EDL 794 - Topics in School Administration**

Application and research related to a variety of unique topics in school leadership. **Prerequisites:** Enrolled in MSA, or PMC, or EdD program; EDL 601 or EDL 701. **Credits:** 1-3

**EDL 795 - Seminar in Supervision**

Seminar in Supervision. **Prerequisites:** EDSU 605. **Credits:** 2

**EDL 799 - Continuing Research-Thesis Option**

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements. **Credits:** 1-3, R24

**EDL 805 - Academic Writing for Research**

Addresses competencies in academic writing at the doctoral level. **Credits:** 1-3, R6

**EDL 814 - Research Seminar in Curriculum & Instruction**

Investigation and analysis of the patterns, issues and trends in curriculum development and practice in American education. **Credits:** 3

**EDL 815 - Research in Rural Education**

Investigation and analysis of issues and problems in rural education. **Credits:** 3

**EDL 816 - Cognitive Issues in Curriculum and Instruction**

Fundamentals of cognition, with emphasis on application to instructional design and learning environments; current research and special topics in cognition. **Credits:** 3

**EDL 817 - Advanced Studies in Teaching Methods**

Examines alternative models of instruction and their roots in learning theory. **Credits:** 3

**EDL 818 - Current Literature in the Leadership of Curriculum and Instruction**

Students construct insight relating the literature on school leadership to contemporary thinking on curriculum and instruction. **Credits:** 3

**EDL 819 - Curriculum Theory**

Students construct insight relating leadership to the philosophical, theoretical and historical foundations of curriculum and educational improvement through independent research and peer collaboration. **Credits:** 3

**EDL 822 - Leadership of Complex Educational Organizations**

Organizational structures and functions, focusing on the complexity of educational organizations and the behaviors of groups and individuals within them. **Prerequisites:** Enrolled in EdD program. **Credits:** 3

**EDL 824 - Leading Institutional Improvement**

Investigations of systemic instructional problems and models for improvement. **Prerequisites:** Enrolled in EdD program. **Credits:** 3

**EDL 826 - Policy Leadership**

This course examines the political factors that may influence educational policy decisions. **Prerequisites:** Enrolled in EdD program. **Credits:** 3

**EDL 828 - Human Resource Leadership**

Building human resource capacity to develop a high performing organization. **Credits:** 3

**EDL 830 - Applied Leadership Theory**

Study of contemporary leadership theories and their applicability in complex educational organizations.

**Prerequisites:** Enrolled in EdD program. **Credits:** 3

**EDL 832 - Decision Making**

Processes and tools for facilitation decision making in a variety of contexts.

**Prerequisites:** Enrolled in EdD program. **Credits:** 3

**EDL 840 - Race in Higher Education**

This course engages scholar practitioners in an analysis of curriculum, student life, the faculty experience, and staff life as they relate to race in U.S. high education institutions. **Credits:** 2

**EDL 845 - Leading for Just and Equitable Curriculum and Instruction**

What does it mean to have equitable and just curriculum? This is a question we will wrestle with throughout the course as we think about what just curriculum looks like for Black children, Latinx children, Indigenous children, children with disabilities, children who are minoritized linguistically and children who identify as LGBTQIA+. Equity pedagogues Ladson Billings and Muhammed explain the purpose of equitable instruction is not just so children can do well in school and obtain good jobs, it is so they are given the tools to interrogate the world in which

they live and engineer a more just society. This course will prepare leaders to identify the ways in which they can enact practices to create and/or employ equitable and just curriculum in P-12 schools. **Credits:** 2

**EDL 876 - Leadership for Equity and Social Justice**

In depth examination of historical, current, and potential issues related to equity and social justice in education and educational leadership. **Credits:** 3

**EDL 877 - The Superintendency**

Position and roles of the school superintendent; examination of current issues and challenges. **Credits:** 3

**EDL 883 - Internship in Educational Leadership I**

First part of three internship experiences. S/U grading. Seminar sessions held concurrently. **Credits:** 1, R3

**EDL 884 - Internship in Educational Leadership II**

Second part of two internship experiences. S/U grading. Seminar sessions held concurrently. **Credits:** 1-3, R3

**EDL 885 - Internship in Educational Leadership III**

Third part of three internship experiences. S/U grading. Seminar sessions held concurrently. **Credits:** 1-3, R3

**EDL 893 - Topics in Educational Leadership**

This course will serve as an elective course. The topics in this "Topics in Educational Leadership" course will change to meet the needs of the Cohorts and their areas of study (e.g. topics in university leadership, community college leadership, or PK-12 leadership). This course will allow faculty to develop and run new courses with focuses not included in the current core or electives. These courses may also be designed in response to new trends in the field. Courses may be offered under this heading up to three times. **Credits:** 1-3, R9

**EDL 894 - Topics in Educational Leadership**

This course will serve as an elective course. The topics in this "Topics in Educational Leadership" course will change to meet the needs of the Cohorts and their areas of study (e.g. topics in university leadership, community college leadership, or PK-12 leadership). This course will allow faculty to develop and run new courses with focuses not

included in the current core or electives. These courses may also be designed in response to new trends in the field.

Courses may be offered under this heading up to three times. **Credits:** 1-3

**EDL 896 - Seminar in School Law**

An in-depth investigation and analysis, in a seminar setting, of current issues and trends in the law affecting school operations. **Prerequisites:** EDL 620.

**Credits:** 3

**EDL 898 - Doctoral Seminar in Educational Leadership**

The seminar explores strategies used to provide leadership for rural educators. Case studies, models, research, and interviews are used to understand leadership theory and practice. **Credits:** 3

**EDL 899 - Disquisition in Educational Leadership**

The culminating activity of the doctoral program in educational leadership. S/U grading. **Credits:** 1-6, R12

**EDL 999 - Continuing Research-Disquisition**

See Policy on "Program Completion: Thesis/Dissertation Programs" found in the Academic Regulations section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements. **Credits:** 1-3, R24

**Educational Research**

**EDRS 602 - Methods of Research**

Concepts, methodologies, and procedures in educational research; problem identification, research design, basic data analysis, and applications to educational problems. **Credits:** 3

**EDRS 609 - Classroom Assessment**

Assessment methods for instruction and reflection. Includes design and selection of assessments, diagnostics and ecological, for student learning. Interpretation of assessment results for instructional decision-making. **Credits:** 3

**EDRS 610 - Quantitative Research Methods in Education**

Research methodologies based on quantitative research designs. Includes design, data collection, data analysis, and interpretation. **Credits:** 3

**EDRS 611 - Foundations of Qualitative Research**

Qualitative research theories and methods. Investigation of foundations, purposes, designs, data collection and analysis and interpretation. Study of published research. **Credits:** 3

**EDRS 612 - Principles and Application of Educational Research Methods**

Study of research skills useful in administrative decision making; location and synthesis of existing research; research techniques; evaluation of educational programs. **Credits:** 3

**EDRS 620 - Action Research**

Use of quantitative and qualitative methods to address local educational problems and questions. Use of findings to improve practice; collaborative research. **Credits:** 3

**EDRS 709 - Assessment for the Advancement of Student Learning**

Prepare educational leaders to effectively and appropriately use assessment and assessment results as tools for the advancement of student learning and the continuous improvement of their school/educational organization. **Credits:** 3

**EDRS 800 - Analysis of Educational Research**

Critique of research, evaluation, and policy studies. Includes traditional (e.g., quantitative and qualitative) and emerging (e.g., participatory research design) content. **Credits:** 3

**EDRS 801 - Methods in Improvement Science**

Introduces students to key concepts in improvement science and models of formative evaluation. **Credits:** 3

**EDRS 802 - Design and Analysis of Educational Research**

Cultivates critical consumers and high quality producers of educational research by exploring various epistemologies in the social sciences. Evaluate research from qualitative, quantitative, and mixed-methods methodologies, and design studies utilizing traditional and improvement science methods. **Credits:** 3

**EDRS 803 - Data Collection**

Selection, evaluation, and development of instruments and data gathering methods for quantitative, qualitative, and mixed methods research, evaluation, and policy studies. **Credits:** 3

**EDRS 804 - Data Analysis**

Techniques for the analysis of data for quantitative, qualitative, and mixed methods research, evaluation and policy studies. Includes effective display of results. **Credits:** 3

**EDRS 805 - Data Representation**

Presentation and dissemination of data from research, evaluation, and policy

studies to multiple audiences. Includes data display, delivery, and methods of collaborative decision-making.

**Prerequisites:** Enrolled in EdD program. **Credits:** 1-3

### **EDRS 806 - Statistical Analysis in Research**

Descriptive and inferential statistical procedures used in data description and hypothesis testing. **Credits:** 3

### **EDRS 811 - Qualitative Research**

Assumptions, theories, and practice of qualitative research. Includes study design, data collection, data analysis, and interpretation. Study of common qualitative designs and published research. **Credits:** 3

### **EDRS 820 - Program Evaluation for Educational Leaders**

Addresses the range of approaches within education program evaluation, the standards established by the profession, and the skills needed to conduct program evaluation. **Credits:** 3

### **EDRS 895 - Doctoral Research Seminar**

Preparatory course for the disquisition process. Includes guidance in framing the research questions, developing the theoretical framework, structuring the literature review, and designing the study. **Credits:** 3

## **Educational Supervision**

### **EDSU 605 - Principles of Supervision**

Purposes and philosophies of supervision; basic laws of human relationships, concepts of leadership and change; the change-agent role in instructional improvement. **Credits:** 3

### **EDSU 615 - Techniques of Supervision**

Practical applications of supervisory principles for improving instructional staff and programs. **Prerequisites:** EDSU 605. **Credits:** 3

### **EDSU 620 - School-Based Instructional Leadership**

Function, organization, and techniques of school-based supervisory support for teachers, including roles of principal, mentor teacher, curriculum coordinator, and support teams. **Prerequisites:** EDSU 605 or permission of department head. **Credits:** 3

### **EDSU 630 - School Improvement**

Exploration of the developmental process of school improvement focusing on school leadership. Site-based management, total quality management, and outcomes-based models are

explored. **Prerequisites:** EDSU 605.

**Credits:** 3

### **EDSU 635 - Supervision of the Novice Teacher**

Techniques of supervising student teachers and beginning teachers during the initial certification period. **Credits:** 3

### **EDSU 680 - Problems in Supervision**

Problems in Supervision **Prerequisites:** EDSU 605. **Credits:** 1, R3

### **EDSU 686 - School Improvement Presentation**

Students do an improvement project that starts in the EDSU 630 (School Improvement) course and is completed at the end of this course when they present project results. **Prerequisites:** Admission to program. **Credits:** 0

### **EDSU 693 - Topics in Supervision**

Topics in Supervision. **Prerequisites:** Permission of instructor. **Credits:** 1, R3

## **Elementary and Middle Grades Education**

### **EDMG 620 - Middle Grades Curriculum, Instruction, & Assessment**

Examination of research on middle grades curricula, instruction, and assessment in relationship to the needs of young adolescents; development and investigation of applications. **Prerequisites:** Graduate student status. **Credits:** 3

### **ELMG 566 - Computers in Education**

Introduction to the use of computers in school settings; emphasis on instructional applications, issues, and trends. **Credits:** 3

### **ELMG 607 - Problem-Solving in Mathematics Education**

Teaching methods, issues, and curriculum development of mathematics problem solving strategies. **Credits:** 3

### **ELMG 608 - Diagnosis and Remediation in Mathematics Education**

Diagnostic/prescriptive strategies for mathematics teachers. **Credits:** 3

### **ELMG 610 - Distance Education**

The development of distance education concepts: theory, administration, programs, methods and curriculum.

**Prerequisites:** ELMG 566 or permission of instructor. **Credits:** 3

### **ELMG 611 - Research in Mathematics Teaching & Learning**

In this Master's level course, students will consider issues related to current

research in mathematics teaching and learning. **Credits:** 3

### **ELMG 655 - Content Area Reading in Science & Mathematics**

Strategies that enable students in upper elementary, middle, and high school to cope more effectively with reading in Science & Mathematics. **Prerequisites:** Admission to the Graduate School. **Credits:** 3

### **ELMG 657 - Integrating Science & Literacy**

Theory and practice of science and literacy integration with specific attention to reading, writing, speaking, and listening within an inquiry-based science curriculum. **Prerequisites:** Admission to the Graduate School. **Credits:** 3

### **ELMG 667 - Assistive Technology**

This course explores assistive technologies and their role in supporting K12 students with special needs.

**Prerequisites:** Admission to the Graduate School. **Credits:** 3

### **ELMG 668 - Instructional Technology & Design**

Students in this course will gain an understanding of the field of Instructional Technology and Design (ITD) and experience the process of Instructional Design (ID).

**Prerequisites:** Admission to the Graduate School. **Credits:** 3

### **ELMG 675 - Workshop in Elementary Education**

Content, methods, and materials to meet specific in-service needs of an individual school or system. **Credits:** 3

### **ELMG 680 - Independent Study**

This course is available to elementary and middle grades students.

**Prerequisites:** Permission of the department head. **Credits:** 3

## **Elementary Education**

### **EDEL 614 - Issues and Trends in Elementary Education**

Issues and Trends in Elementary Education. **Credits:** 2

### **EDEL 701 - Seminar in Elementary School Curriculum**

Forces affecting curriculum development, strategies for implementing changes, formulation of curriculum development models.

**Prerequisites:** EDCI 604. **Credits:** 3

### **EDEL 779 - Continuing Research-Non-Thesis Option**

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the

Graduate Catalog, S/U grading. These hours will not count toward fulfilling degree requirements. **Prerequisites:** Must NOT be enrolled in a thesis program. **Credits:** 1, R10

### **EDEL 782 - Research in Elementary Education**

Research in Elementary Education. **Prerequisites:** EDRS 602. **Credits:** 3

### **EDEL 796 - Advanced Research Seminar in Elementary Education II**

Presentation of a student-conducted research. **Credits:** 3

### **EDEL 798 - Advanced Research Seminar in Middle Grades Education II**

Presentation of student-conducted research. **Credits:** 3

## **Emergency Medical Care**

### **EMC 520 - EMS Education and Training**

EMS traditional and online instruction, including medical skills evaluation and measuring clinical competency. **Credits:** 3

### **EMC 530 - EMS Response to Community and Public Health Disasters**

Planning for community and public health disasters including infectious disease outbreaks. **Prerequisites:** Admission to EMC concentration or permission of instructor. **Credits:** 3

### **EMC 620 - Ethics in EMS Education**

Leadership skills for identifying, analyzing, and resolving ethical dilemmas in health education administration. **Prerequisites:** Admission to EMC concentration or permission of instructor. **Credits:** 3

### **EMC 640 - EMS Quality Improvement in EMS**

Introduction to concepts and theories of quality improvement as they relate to the unique environment of prehospital care. **Credits:** 3

### **EMC 645 - EMS System Design and Operations**

EMS System design, ambulance deployment, inventory management and vehicle maintenance. **Prerequisites:** Admission to EMC concentration or permission of instructor. **Credits:** 3

### **EMC 650 - EMS System Reimbursement and Finance**

EMS system fiscal with special emphasis given to 3rd party reimbursement. **Prerequisites:**

Admission to EMC concentration or permission of instructor. **Credits:** 3  
**EMC 663 - Quantitative Methods for Decision-making**

Introduction to the theory and practice of decision analysis in the health professions. **Prerequisites:** Admission to EMC concentration or permission of instructor. **Credits:** 3

## **Engineering Technology**

### **ET 510 - Advanced Parametric Modeling and Prototyping**

Advanced design methods and rapid prototyping procedures. Focused study will be on 3-D parametrics, advanced graphics, rapid prototyping systems and methods. 2 Lecture 2 Lab.

**Prerequisites:** Permission of instructor. **Credits:** 3

### **ET 512 - Computational Methods for Technology**

Study of mathematical modeling of technology systems and numerical solutions to technology problems. **Prerequisites:** Graduate Standing in the MST program. **Credits:** 3

### **ET 514 - Instrumentation and Data Acquisition**

Study of the basic principles of test and manufacturing engineering using computers for automated monitoring and control. Topics include; Introduction to virtual instrumentation, programming methods, data acquisition and storage, data analysis and signal processing, laboratory instruments, sensors, and signal conditioning circuits. The course will culminate in an applied research project and an associated technical report that is publishable with minor modifications and proper formatting. **Prerequisites:** Graduate Standing in the MST program. **Credits:** 3

### **ET 516 - Microcontroller Programming**

This course will provide an in-depth examination of the various commercially available microcontrollers, their architectures, and applications. Use of microcontrollers to monitor and control physical systems will be explored. **Prerequisites:** Graduate Standing in the MST program. **Credits:** 3

### **ET 520 - Advanced Fluid Mechanics**

Fluid dynamic principles and applications, focusing on Bernoulli's equation and the Navier-Stokes system of equations. **Prerequisites:** Permission of instructor. **Credits:** 3

### **ET 521 - Ergonomics**

Theories and applications of ergonomic principles for the workplace. Topics include ergonomic tools, standards, guidelines, training programs, case studies, work-site analysis, common occupational injuries. **Prerequisites:** Permission of instructor. **Credits:** 3

### **ET 522 - Advanced Polymer Technology**

Theory and application of molding processes; emphasis on thermoplastic and thermoset injection; topics in polymer science and microprocessing. **Prerequisites:** Permission of instructor. **Credits:** 3

### **ET 524 - Facilities Management and Maintenance**

Management and maintenance of residential, commercial, and industrial building systems. Functions and evaluation of systems for heating, cooling, electrical, communications, water, waste, protective coatings and roofing, lawns, and roadways. **Prerequisites:** Permission of instructor. **Credits:** 3

### **ET 534 - Facilities Layout**

Problem analysis and design of facilities; layout, planning, flow analysis, scheduling, and support of physical facilities. **Prerequisites:** Permission of instructor. **Credits:** 3

### **ET 536 - Engineering Economic Analysis**

The economics of decision-making, including break-even, least cost, and alternatives related to the time-value of money. **Prerequisites:** Permission of instructor. **Credits:** 3

### **ET 552 - Reliability and Maintainability**

Statistical methods are used to predict how long a product will function (reliability) and this knowledge is used to develop plans for replacement and servicing (maintainability).

**Prerequisites:** Permission of instructor. **Credits:** 3

### **ET 554 - Advanced 3D Metal Manufacturing**

An interactive course that teaches students the principles of additive manufacturing. The focus of the course is on selective laser melting (SLM) that is used to produce 3D metal parts (i.e. 3D metal printing). Topics covered in the course include understanding SLM principles, the design of parts for SLM, analysis of SLM, and developing manufacturing processes to make



products using SLM. **Prerequisites:** Permission of instructor. **Credits:** 3

#### **ET 570 - Advanced Digital Communications**

Digital communications techniques and systems: signal space representation, binary and M-ary signaling methods, detection of binary and M-ary signals, comparison of digital communication system performances. **Prerequisites:** A course or demonstrated competency in communications theory at the undergraduate level, or permission of the instructor. **Credits:** 3

#### **ET 571 - Linear Systems Analysis**

Design and analysis of modern control circuits. Modeling of linear dynamical systems in state space with focus on control of physical systems.

**Prerequisites:** MATH 320 or an equivalent course in ordinary differential equations, or permission of instructor. **Credits:** 3

#### **ET 572 - Finite Element Analysis**

This course introduces finite element modeling with topics including element selection, symmetry, plan stress, plan strain, etc. This course also uses commercial software for analysis.

**Prerequisites:** Permission of instructor. **Credits:** 3

#### **ET 575 - Systems Integration and Management**

Methods of planning, scheduling, directing and supervising technology based systems. Models for monitoring and evaluating systems management will be studied. 2 lecture, 2 lab.

**Prerequisites:** Permission of instructor. **Credits:** 3

#### **ET 593 - Topics in Engineering Technology**

Topics in Engineering Technology. **Credits:** 1-3, R6

#### **ET 603 - Applied Research Methods and Experimental Design**

An applied study of research methods and designed experiments for decision making. Statistical methods, and interpretation of technical data for system improvement. **Prerequisites:** Permission of instructor. **Credits:** 3

#### **ET 641 - Quality Assurance**

Quality management methods and models for continuous improvement. Standards, implementation, deployment, and assessment strategies will be covered. **Prerequisites:** Permission of instructor. **Credits:** 3

#### **ET 642 - Automation Systems**

Manufacturing system analysis and decision-making regarding the selection and implementation of automation equipment; an overview of traditional manufacturing systems and analyses; evaluation of the need and justification for automation systems; and Computer Integrated Manufacturing (CIM) systems. **Prerequisites:** A course or demonstrated competency in computer programming. **Credits:** 3

#### **ET 643 - Advanced Parametric Modeling and Design**

Advanced level of constraint-based parametric modeling systems and the fundamentals of capturing design intent with Computer Aided Drafting Design systems. **Prerequisites:** A course or demonstrated competency in 3-D modeling and rapid prototyping at the undergraduate level, or permission of instructor. **Credits:** 3

#### **ET 644 - Advanced Digital Signal Processing**

Digital signal processing methods and techniques including non-parametric power spectral estimation, model-based spectral estimation, and adaptive signal processing. **Prerequisites:** A course or demonstrated competency in computer application and permission of instructor. **Credits:** 3

#### **ET 645 - Random Processes in Engineering**

Engineering applications of probability theory in communications signal processing. Topics include stationarity, spectral densities, random inputs to linear systems, and Gaussian processes. **Prerequisites:** A course or demonstrated competency in probability theory at the undergraduate level or permission of instructor. **Credits:** 3

#### **ET 647 - Advanced Power System Analysis**

Fundamentals of phasors and three-phase circuits; power transformers; transmission line parameters and models; power flow studies; power system controls; symmetrical components; symmetrical and unsymmetrical faults. **Prerequisites:** Permission of instructor. **Credits:** 3

#### **ET 648 - Manufacturing Research and Analysis**

Research and analysis of current manufacturing materials, methods, and control systems relevant to engineering applications. **Prerequisites:** Permission of instructor. **Credits:** 3

#### **ET 660 - Innovation in Engineering Design**

Student creativity techniques that can be used to enhance innovation in the design of new products, processes, and/or services. In addition, students are familiarized with factors present in the corporate engineering environment that must be accounted for when creating innovations. **Prerequisites:** Permission of instructor. **Credits:** 3

#### **ET 662 - Lean Six Sigma for Manufacturing and Design**

Basic and advanced principles of Lean thinking to reduce waste in process flow and improve quality. It is also combined with Six Sigma, a method that uses probability and statistics to design products and processes with very high quality leading to products with very low defect rates. Use of these principles will result in reduced operating cost and increased product quality and higher company profitability. **Prerequisites:** Permission of instructor. **Credits:** 3

#### **ET 670 - Robotics**

Study of robotic systems including history, modeling and control of manipulator kinematics, dynamics, motion planning, operator interfaces, and future directions. **Prerequisites:** Graduate Standing in the MST program. **Credits:** 3

#### **ET 672 - Machine Learning Techniques**

Study of machine learning techniques. Topics include pattern recognition, supervised and unsupervised learning, neural networks, search algorithms, and reinforcement learning. **Prerequisites:** Graduate Standing in the MST program. **Credits:** 3

#### **ET 680 - Independent Study**

Independent study. **Credits:** 1-3, R6

#### **ET 688 - Directed Project**

A formal engineering or technology investigation of a particular problem under the guidance of the advisory committee/major professor. Not applicable to a thesis option plan of study. Enrollment during at least two consecutive terms for a minimum of three credits required. **Credits:** 1-3, R6

#### **ET 689 - Graduate Internship**

In this course, students will report on activities conducted during their internships and reflect on the meaning of these activities. **Prerequisites:** Permission of program director. **Credits:** 3, R6

#### **ET 690 - Thesis Development**

Guide thesis-option students through the process of developing a thesis proposal, includes techniques for acquiring information, development of writing skills, evaluation of research plans, and oral presentation. The thesis proposal developed in this course will be an organized plan for the thesis research activities conducted the following year. **Prerequisites:** Graduate Standing in the MST program. **Credits:** 3

#### **ET 693 - Advanced Topics in Engineering Technology**

Description of a special topic within the field of technology and/or engineering (this will change based on the topic). **Credits:** 3

#### **ET 695 - Seminar in Engineering Technology**

Seminar in Engineering Technology. **Prerequisites:** Permission of instructor. **Credits:** 1-3, R6

#### **ET 698 - Comprehensive Exam**

Comprehensive exam for non-thesis students. **Prerequisites:** Students must be in their last semester of study. **Credits:** 0

#### **ET 699 - Thesis**

Thesis. **Prerequisites:** Permission of instructor. **Credits:** 3, R6

#### **ET 779 - Continuing Applied Research**

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements. **Prerequisites:** Must NOT be enrolled in a thesis program. **Credits:** 1, R10

#### **ET 799 - Continuing Research-Thesis Option**

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

### **English Studies**

#### **ENGL 514 - Teaching Writing**

Theoretical and practical basis for designing and teaching composition course; analysis of rhetorical, cognitive, and linguistic approaches. Practical, research-based techniques and issues. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

#### **ENGL 517 - Methods of Teaching Literature**

Methods of teaching poetry, world literature, young adult literature; technologies which enhance teaching. **Prerequisites:** Admission to M.A.T. in English or permission of instructor; departmental approval required for non-degree seeking students and transient students. **Credits:** 3

#### **ENGL 529 - Advanced Studies in Technical and Professional Writing**

This course is designed to prepare students for specific career paths in professional and technical communication. The course provides students with an in-depth theoretical study of a complex area of writing, such as medical writing or science writing. Students will read specialized texts and practice specific forms of writing in various contexts associated with the theme of the course. **Credits:** 3

#### **ENGL 550 - Major British Writers**

Selected works of one or more important British authors from a single historical period. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3, R9

#### **ENGL 564 - Native American Literature**

Ancient oral tradition and contemporary works. Perceptions of culture, environment, and time observed in "old ways" stories; how influences emerge in "new way" poetry and fiction. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

#### **ENGL 572 - Studies in Fiction**

Developments in fiction, forms and audience. Writers and texts from various literary periods examined in the context of current criticism. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

#### **ENGL 580 - Studies in English**

Independent study/directed research in English. **Prerequisites:** Permission of instructor and department head; departmental approval required for non-degree seeking students and transient students. **Credits:** 3, R6

#### **ENGL 589 - Co-op: Writing and Editing**

Cooperative education assignments are professional (often off-campus) experiences designed for students who

wish to apply their theoretical learning to an on-the-job situation. S/U grading.

**Prerequisites:** 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. Departmental approval required for non-degree seeking students and transient students. **Credits:** 3, R6

#### **ENGL 593 - Special Topics: Creative Writing**

Varying genres and topics of specialized focus, ranging from drama to creative non-fiction to creative writing for web environments. **Credits:** 3, R6

#### **ENGL 600 - Selected Ethnic Literature**

Exploration of literature outside the Eurocentric canon. Introduces cultural diversity: African American, Asian American, Hispanic American, or Native American literature; international or multicultural literature. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

#### **ENGL 601 - Gender Studies**

Feminist theory; ways in which male and female authors construct gender; how representations of men and women have influenced how we think about society and culture. **Prerequisites:**

Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

#### **ENGL 602 - African American Literature**

Survey of African-American literature; focus on postmodernist period. Background in African-American literary theory/history; concentration on explosion of literature in late twentieth century. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

#### **ENGL 603 - Proposal and Grant Writing**

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. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

#### **ENGL 604 - Writing for Electronic Environments**

Teaches clear, coherent writing in a variety of electronic environments,

including multimedia presentation and publication, web page design, and computer documentation. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

#### **ENGL 605 - Advanced Issues in Technical and Professional Writing**

An examination of historical and contemporary theory in technical and professional writing. Explores application of theory to the contemporary workplace. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

#### **ENGL 606 - Nonfiction Writing**

"Literary" or creative nonfiction writing for small presses or popular magazines; emphasis on personal experience, personal reflection, and profile essays. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3, R6

#### **ENGL 607 - Technical and Professional Editing**

Students produce a variety of texts using appropriate and advanced technologies that are in high-demand in the workplace. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

#### **ENGL 608 - Fiction Writing**

Students write short stories (or chapters); explore trends in twentieth-century fiction: interior monologue, present-tense narration, second-person narration, third-person interior monologue, multiple flashbacks/time sequencing.

**Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3, R6

#### **ENGL 609 - Poetry Writing**

Writing and reading poetry; in-depth discussion of student work. Preparation of portfolio of original poems; study of major poets and formal elements of poetry. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3, R6

#### **ENGL 610 - Rhetorical Theory**

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. **Prerequisites:** Departmental approval required for non-

degree seeking students and transient students. **Credits:** 3

#### **ENGL 611 - Mountain Area Writing Project**

By invitation only to K-12 teachers (all subjects) within Western North Carolina, Region 8. Focus on principal aims of National Writing Project and North Carolina Writing Projects, with which it is affiliated. **Prerequisites:** Permission of instructor; departmental approval required for non-degree seeking students and transient students. **Credits:** 6

#### **ENGL 612 - The Mountain Area Writing Project (Level 2)**

A follow-up extension of ENGL 611, open only to K-12 public school teachers through invitation. Rare exceptions made with permission of instructors.

**Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

#### **ENGL 615 - Linguistic Perspectives**

Specific focus will vary: may cover phonology, morphology, syntax, sociolinguistics, dialectology, psycholinguistics, and child/adult language acquisition. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

#### **ENGL 618 - Research Methods in English**

Overview of research methodologies in fields related to the disciplines of English. Required for all graduate students in the M.A. in English.

**Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

#### **ENGL 620 - Chaucer**

Chaucer's major poetry/ historical epoch analyzed; particular emphasis on *The Canterbury Tales*, *Troilus and Criseyde*, and the dream visions. All selections read in Middle English. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

#### **ENGL 621 - Medieval Language and Literature**

Introduction to the structure, syntax, grammar, and vocabulary of Middle English; major works written between 1066 and 1500 are examined, in original and translation. **Prerequisites:**

Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

#### **ENGL 625 - Applied Phonetics and Pronunciation Teaching**

The study of the English sound system as it applies to developing speaking abilities in ESL students. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

#### **ENGL 626 - Integrated TESOL Methods**

This class will provide both a comprehensive introduction to **first- and second language acquisition theory** as well as **teaching methodology for English Language Learners (ELLs)**. Foundational theories of language acquisition are covered in their historical context (e.g. grammar-translation method, communicative approach) as well as current theoretical issues related to first and second language acquisition (critical period, interlanguage).

Throughout, we will connect key concepts that apply to the social context for language learning (communicative approach, appropriacy). Students will develop **classroom methods** for teaching the four language proficiencies (listening/speaking/reading/writing) as well as skills for **assessing students** who are learning English as a Second or Foreign Language. In terms of pedagogy, the course will offer students practice in developing classroom-ready strategies and activities as well as the tools for developing **high-quality lesson plans** geared to ELLs. *Course will be delivered via Canvas.* **Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

#### **ENGL 631 - Shakespeare**

Approach to selected works of Shakespeare from a specialized perspective, depending on instructor's preference and students' needs: e.g., dramatic language, great tragedies, critical approaches. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

#### **ENGL 632 - Renaissance Literature**

Literature of Early Modern period from a specialized perspective, depending on instructor's preference and students' needs: e.g., Renaissance idealism, Sidney/Spenser, sonnets, Tudor-Stuart drama. **Prerequisites:** Departmental approval required for non-degree

seeking students and transient students.

**Credits:** 3

**ENGL 633 - Writing the Novel**

This creative writing course examines strategies in novel writing, including characterization, point of view, narrative structure, and incorporating historical and cultural contexts; discussion will focus on craft, reading novels, and workshopping original student work.

**Credits:** 3

**ENGL 635 - Teaching Grammar, Reading and Writing to ESL Students.**

The study of English grammar and its application to teaching and writing to ESL students.

**Prerequisites:**

Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

**ENGL 651 - Romantic and Victorian Poetry**

A survey of Romantic and Victorian poetry, from the visionary William Blake to the luminary Elizabeth Barrett Browning and the decadent Oscar Wilde.

**Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

**ENGL 652 - Nineteenth-Century British Fiction**

A survey of nineteenth-century British fiction with special emphasis on significant novels of the era, from Austen and the Brontës to Dickens, Eliot, and Wilde.

**Prerequisites:** Requires departmental approval for non-degree seeking students and transient students. **Credits:** 3

**ENGL 653 - British Nonfiction**

A survey of British nonfiction prose and its authors' interrogation of issues such as aesthetics, class, gender, industrialization, race, religion, science, and governance.

**Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

**ENGL 659 - Southern Literature**

The literature of the South with particular emphasis on cultural and historical themes of the region.

**Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

**ENGL 660 - Early American Literature**

"New World" texts, including indigenous literature, European settler writings, slave narrative, and works from the revolutionary and early national

periods. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students.

**Credits:** 3

**ENGL 661 - Nineteenth-Century American Literature**

Texts of American literature encompassing one hundred years characterized by great change-including the American Renaissance, realism, and naturalism. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students.

**Credits:** 3

**ENGL 662 - Contemporary Literature**

Study of literature written since the end of World War II; texts covered will cross borders of genres, nations, and continents. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students.

**Credits:** 3

**ENGL 663 - Environmental Literature**

Study of environmental depictions in literature and how those depictions are imagined, shaped, and created by specific cultural contexts. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

**ENGL 672 - African Literature**

An exploration of African oral and written literatures from a variety of cultures, situated within a global literary historical context. **Prerequisites:**

Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

**ENGL 673 - Global and Postcolonial Literature**

Non-Western literature and film from formerly colonized areas such as Africa, India, Australia, New Zealand, and the Caribbean that share English as literary language. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students.

**Credits:** 3

**ENGL 674 - Transnational Literature**

Focuses on world literature shaped in response to immigration, globalization, increased access to telecommunications and military occupation. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

**ENGL 675 - Modernism**

Study of literature written from 1900 to World War II. Literature will include multiple genres and national origins.

**Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

**ENGL 676 - Adaptation: From Text to Film**

Study of film adaptation in a variety of genres, including fiction and nonfiction; historical and contemporary theory, film and cultural analysis, industry practices that govern adaptations. **Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

**ENGL 677 - Literary Theory**

Study of major schools of literary theory like new criticism, deconstruction, feminism, racial identity, post-colonial theory, gender theory, new historicism, Marxism, psychoanalysis, and ecocriticism. **Prerequisites:**

Departmental approval required for non-degree seeking students and transient students. **Credits:** 3

**ENGL 686 - Language, Politics & Policies**

This course is a graduate-level examination of the history of language use in U.S. public school contexts; the laws governing educational policies related to the education of language minorities at the federal, state and local levels; and, the implications of these policies and laws on the education of English language learners. **Credits:** 3

**ENGL 693 - Special Topics in English**

Varying topics of specialized focus.

**Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3, R6

**ENGL 694 - Special Topics in Rhetorical Theory**

Varying topics of specialized focus.

**Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3, R6

**ENGL 695 - Contemporary Composition Theory**

Varying topics of specialized focus.

**Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3, R6

**ENGL 699 - Thesis Research**

Only 6 hours of thesis may be counted toward a degree. Students may register for thesis credit the semester after the thesis proposal has been approved.

Students may enroll in no more than 6

semester hours of thesis credit during any given semester without approval of the English department's graduate director and department head.

**Prerequisites:** Departmental approval required for non-degree seeking students and transient students. **Credits:** 3, R12

### **ENGL 779 - Continuing Research-Non-Thesis Option**

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements. **Prerequisites:**

Must NOT be enrolled in a thesis program; departmental approval required for non-degree seeking students and transient students. **Credits:** 1, R10

### **ENGL 799 - Continuing Research-Thesis Option**

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements. **Prerequisites:** Student must be enrolled in a thesis program; departmental approval required for non-degree seeking students and transient students. **Credits:** 2, R24

## **Entrepreneurship**

### **ENT 600 - Entrepreneurial Planning**

Tools for venture creation and management including marketing, accounting, risk management, human resources, legal issues, and intellectual capital. **Credits:** 3

### **ENT 601 - Entrepreneurial Innovation**

Examination of invention, enhancement, originality, divergent thinking, and innovation in research, development, enhancement, and strategy in businesses and organizations. **Credits:** 3

### **ENT 610 - Entrepreneurial Creation**

Examination of the resources, demand, industry and competitive forces, and strategies required for successful entrepreneurial activities. **Credits:** 3

### **ENT 615 - Design Thinking**

Creating an organizational structure and culture that supports a design thinking-based process for innovation. **Credits:** 3

### **ENT 630 - Entrepreneurial Growth**

Developing the materials to institute and expand a successful entrepreneurial venture. **Credits:** 3

### **ENT 635 - Intrapreneurship: Innovation within Organizations**

This course addresses the emerging practice of *Intrapreneurship*, broadly defined as the application of entrepreneurial capabilities to the development of new ventures within an existing firm. Individuals who may be involved in such endeavors must typically be capable of serving as innovation leaders and change agents. **Credits:** 3

### **ENT 637 - Building Innovative Organizations**

How leaders and organizations create and implement leadership, culture, and structures that support continuous innovation; understanding the organizational framework, tools, models, and leadership practices needed to support innovation as an organizational strategy; anticipating internal and external changes that may impact the organization. **Credits:** 3

### **ENT 640 - Entrepreneurial Feasibility Analysis**

Financial forecasting to include pro forma cash flow development, and the design and development of reporting systems. **Prerequisites:** A minimum of 6 hours of graduate Entrepreneurship courses. **Credits:** 3

### **ENT 645 - Entrepreneurial Marketing**

Methods of creating and delivering a marketing plan using media and online approaches. Course requires the development of marketing plan, market analysis, collateral material, and online promotions. **Credits:** 3

### **ENT 650 - Advanced Entrepreneurial Finance**

Financial statements analysis, performance and sensitivity analysis and sources and types of debt and equity funding. **Prerequisites:** ENT 601, ENT 610, ENT 640, and (ENT 635 or ENT 645). **Credits:** 3

### **ENT 655 - Planning a New Venture**

Culmination of three semesters of work leading to the creation of a business plan that is capable of supporting substantial financial investment. **Prerequisites:** ENT 601, ENT 610, ENT 640, (ENT 635 or ENT 645), ENT 650, and ENT 660. **Credits:** 3

### **ENT 660 - Entrepreneurial Strategy - Part 1**

Strategic leadership, deliberate strategy, environment scanning, competitive assessment, entrepreneurial vision and

communication. **Prerequisites:** ENT 601, ENT 610, ENT 640, and (ENT 635 or ENT 645). **Credits:** 3

### **ENT 670 - Entrepreneurial Strategy - Part 2**

Strategic leadership, deliberate strategy, environmental scanning, competitive assessment, entrepreneurial vision and communication. **Prerequisites:** ENT 601, ENT 610, ENT 640, (ENT 635 or ENT 645), ENT 650, and ENT 660. **Credits:** 3

### **ENT 682 - Independent Study**

Independent Study **Prerequisites:** Permission of instructor. **Credits:** 1-3, R6

### **ENT 693 - Topics in Entrepreneurship**

Topics in Entrepreneurship

**Prerequisites:** Permission of instructor. **Credits:** 1-6, R9

## **Environmental Health**

### **ENVH 570 - Principles of Epidemiology**

Principles and applications of investigation, control, and prevention of disease. **Credits:** 3

### **ENVH 575 - Environmental Program Administration**

Intensive study of regulatory program administration; focus on development, implementation, and evaluation of environmental health programs in the government sector. **Credits:** 3

### **ENVH 655 - Hazardous Materials and Waste Management**

An application of technical and administrative procedures needed to understand the problems of hazardous materials and waste management, especially as they relate to current generators, transporters, processors, and disposers. **Credits:** 3

### **ENVH 670 - Water Quality**

Examination of processes for the development of water resources and water quality. Health implications of water quality management and pollution control will be stressed. **Credits:** 3

### **ENVH 671 - Environmental Regulation and Law**

Introduction of basic concepts of environmental law, including the workings of the justice system, the litigation process, witness testimony, and major environmental health laws. **Credits:** 3

### **ENVH 675 - Loss Control through Industrial Hygiene**

Reduction of employer healthcare cost through utilization of principles of

industrial hygiene and occupational health; cost-effectiveness of preventive medicine in industry. **Credits:** 3

## **Experiential and Outdoor Education**

### **EOE 500 - Foundations of Experiential and Outdoor Education**

This course orients students to the nature of graduate study in Experiential and Outdoor Education at WCU. In addition, this course will include an overview of more contemporary and recent scholars in experiential education. **Prerequisites:** Admission to the graduate program in Experiential and Outdoor Education.

**Credits:** 3

### **EOE 501 - Philosophy and Theory of Experiential and Outdoor Education**

This course investigates the major philosophical and ethical strands of thought that have influenced experiential and outdoor education thinking. Students will develop and revise their own philosophy of experiential and outdoor education through interaction with the readings and discussion. **Prerequisites:** Admission to the graduate program in Experiential and Outdoor Education.

**Credits:** 3

### **EOE 502 - Diversity and Social Justice**

In this course, students will begin by grappling with what oppression looks like in the 21<sup>st</sup> century. Students will understand some barriers to Experiential and Outdoor Education that members of each oppressed group might face and, how we can work toward equity and social justice. Additionally, students will be introduced to various methodological and theoretical lenses to guide socially just and responsible research practices in EOE and, more broadly, social sciences.

**Prerequisites:** Admission to the graduate program in Experiential and Outdoor Education. **Credits:** 3

### **EOE 503 - Research Methods in Experiential and Outdoor Education**

This course reviews qualitative, quantitative, and mixed-method approaches to research in experiential and outdoor education. Topics include research design, methods for data collection and analysis, and strategies for completing research projects, papers and presentations. **Prerequisites:** Admission

to the graduate program in Experiential and Outdoor Education. **Credits:** 3

### **EOE 600 - Advanced Research Methods and Evaluation Techniques**

This is an advanced course that allows students to focus on their area of research design or evaluation technique and to develop a thesis or project proposal. Students will explore a variety of research paradigms including post-positive, critical, hermeneutics, post-structural, and post-human. Students will have opportunities to read and critique a wide range of research methodologies such as ethnography, autoethnography, collective memory work, creative analytic practice, and phenomenology. This course culminates with the student's thesis/project proposal. **Prerequisites:** EOE 503. **Credits:** 3

### **EOE 601 - Current Trends and Issues in Experiential and Outdoor Education**

This course is designed to explore developing trends and issues in Experiential and Outdoor Education (EOE). Students will be required to read a wide variety of literature and discuss pertinent issues in the field of EOE.

**Prerequisites:** EOE 503. **Credits:** 3

### **EOE 602 - Group Facilitation and Teaching Methods in EOE**

This course emphasizes a variety of facilitation techniques, instructional strategies and teaching methods that focus on an inductive approach to learning. Students will develop and practice strategies for assessing student and participant needs, making effective instructional decisions, selecting appropriate instructional objectives and evaluating student learning. A variety of specific methods and philosophies relative to experiential and outdoor education for all ages will be introduced.

**Prerequisites:** EOE 503. **Credits:** 3

### **EOE 620 - Facilitating Environmental Education Experiences**

Through readings, site visits, practice and discussion, students will learn about the theoretical and historical background of the field of environmental education. Students will gain practical experience developing and facilitating environmental education programs.

Throughout this course, students will also gain knowledge of a variety of careers within the environmental education field. Students will gain hours

towards the NC Environmental Education Certification ([www.eenorthcarolina.org](http://www.eenorthcarolina.org)) as a part of the course work. Upon completion of this class, students should have completed between 10-15 hours towards the certification, with opportunities to complete additional hours before the end of the semester. This certification is required, and/or highly recommended, by many employers in the formal and non-formal environmental education and environmental interpretation settings.

**Credits:** 3

### **EOE 621 - Introduction to Environmental Interpretation**

Through readings, site visits, practice and discussion, students will learn about the theoretical and historical background of the field of environmental interpretation. Students will gain practical experience evaluating interpretive displays and presentations. Students will ultimately design and implement effective interpretive messages. Through these experiences, students will also gain knowledge of a variety of careers within the field of environmental interpretation. Students will earn hours towards the NC Environmental Education Certification ([www.eenorthcarolina.org](http://www.eenorthcarolina.org)) as a part of the course work. Upon completion of this class, students should have completed between 20-25 hours towards the certification, with opportunities to complete additional hours before the end of the semester. This certification is required, and/or highly recommended, by many employers in the formal and non-formal environmental education and environmental interpretation settings.

**Credits:** 3

### **EOE 622 - Social Theory in EOE**

This course will be taught in seminar format; we will read theorists' work and then grapple with their ideas together through intellectual, critical discussion. We will think through ideas of theorists such as Marx, Butler, Foucault, Weber, Bourdieu, Geertz, Marcuse, and Adorno among others. Each week, we will ask the question, how can this theorist's ideas help us make sense of current EOE trends/issues? **Prerequisites:** Admission to the graduate program in Experiential and Outdoor Education or permission of instructor. **Credits:** 3

### **EOE 623 - Youth Development**

Students will examine various cognitive, social, and behavioral theories of youth

development and explore how these theories impact programing and instruction in Experiential and Outdoor Education. **Prerequisites:** Admission to the graduate program in Experiential and Outdoor Education or permission of instructor. **Credits:** 3

#### **EOE 624 - Social Media, Technology and EOE**

From Facebook to Pokémon Go to avalanche beacons, technology and social media impact the ways in which we see ourselves and relate to one another, and to the outdoors. In this course, we will draw on critical theory to analyze these modern leisure spaces and inventions and their impact on Experiential and Outdoor Education.

**Prerequisites:** Admission to the graduate program in Experiential and Outdoor Education or permission of instructor. **Credits:** 3

#### **EOE 626 - Interpreting the Natural World for EOE**

This field-based course will focus on teaching and learning natural history in several outdoor locations. It will draw upon a variety of approaches from environmental education and interpretation. Topics covered will include plant identification, landscape interpretation, geomorphology, and field meteorology. Although science-based, the course will also integrate discussion of natural history literature into the class structure. Various methods for teaching natural history in the field will be demonstrated. **Prerequisites:** Admission to the graduate program in Experiential and Outdoor Education or permission of instructor. **Credits:** 3

#### **EOE 627 - Wilderness Education**

This is an expedition style course taught in a wilderness environment. Expedition skills are taught experientially to enable students to lead others safely using minimum impact techniques that preserve the environment. Modes of travel include activities from the following: Backpacking, mountaineering, and canoeing. National certification is possible through the Wilderness Education Association and Leave No Trace. Field trip required.

**Prerequisites:** Admission to the graduate program in Experiential and Outdoor Education or permission of instructor. **Credits:** 3-6

#### **EOE 628 - Scholarly Writing Intensive for EOE**

This is a 6-day travel course. We will travel to a regional retreat site. The course will provide 4.5 days of interruption-free writing and intensive support/feedback from faculty and peers. Activities include daily one-to-one and small group writing conferences, exploration of different models and strategies for writing within research traditions, and a setting and structure that will allow you to focus on writing without interruption. Students can expect to write about 5-10 pages a day average if they use their time well, come prepared, and stay focused.

**Prerequisites:** Admission to the graduate program in Experiential and Outdoor Education or permission of instructor. **Credits:** 3

#### **EOE 630 - Outdoor & Sustainability Education: A Pedagogy of Place**

This course explores how Outdoor Education can promote educating for sustainability. Course themes include the cultivation of a sustainability worldview, reclaiming the commons, practicing a pedagogy of place, and the "transitioning" of programs to local landscapes, far more often, as a way of life. **Prerequisites:** Admission to the graduate program in Experiential and Outdoor Education or permission of instructor. **Credits:** 3

#### **EOE 635 - Sites, Facilities and Programs in EOE**

Planned tour to study specific types of parks and recreation and EOE sites, facilities, and/or programs related to current issues and practices.

**Prerequisites:** Admission to the graduate program in Experiential and Outdoor Education or permission of instructor. **Credits:** 3

#### **EOE 637 - Experiential and Outdoor Education Expedition**

Students will have the opportunity to design, facilitate, and participate in an EOE travel course integrating easily accessible and remote backcountry components. Students and faculty will travel as a group for this one to three-week travel course experience.

**Prerequisites:** Admission to the graduate program in Experiential and Outdoor Education or permission of instructor. **Credits:** 3

#### **EOE 679 - Thesis I/ Project I**

This is the first of two courses that provide students with an opportunity to make an original contribution to the field

of experiential and outdoor education through a thesis or project. The course will focus on data collection and analysis techniques and project implementation strategies. **Prerequisites:** EOE 503 and EOE 600. **Credits:** 3

#### **EOE 680 - Independent Study in EOE**

Independent study designed with an Experiential and Outdoor Education faculty member. **Prerequisites:**

Admission to the graduate program in Experiential and Outdoor Education or permission of instructor. **Credits:** 3, R6

#### **EOE 683 - Internship in EOE**

The Internship in Experiential and Outdoor Education is a culminating professional experience that allows students to connect theory and practice.

Minimum 200 hours of workplace experience. **Prerequisites:** Admission to the graduate program in Experiential and Outdoor Education or permission of instructor. **Credits:** 3, R6

#### **EOE 693 - Topics in EOE**

Topics in Experiential and Outdoor Education. This course will allow faculty to develop and run new courses with focuses not included in the current core or electives. These courses may also be designed in response to new trends in the EOE field. Courses may be offered under this heading up to three times.

**Prerequisites:** Admission to the graduate program in Experiential and Outdoor Education or permission of instructor. **Credits:** 3, R9

#### **EOE 699 - Thesis II/ Project II**

This is the second of two courses that provide students with an opportunity to make an original contribution to the field of experiential and outdoor education through a thesis or project. The final product of this course is the project/thesis defense. **Prerequisites:** EOE 679. **Credits:** 3

#### **EOE 779 - Continuing Research, Non-Thesis**

Students will enroll in this course every semester until they have successfully defended their project. During this course, students will work one-on-one with their chair to complete and defend their project. **Prerequisites:** EOE 679 and EOE 699. **Credits:** 1, R10

#### **EOE 799 - Continuing Research, Thesis**

Students will enroll in this course every semester until they have successfully defended their thesis. During this course, students will work one-on-one with their

chair to complete and defend their thesis research. **Prerequisites:** EOE 679 and EOE 699. **Credits:** 1, R24

## Finance

### FIN 682 - Research Project in Finance

Research Project in Finance

**Prerequisites:** Detailed project proposal must be approved by department head and director of graduate programs in business. **Credits:** 3, R6

### FIN 693 - Topics in Finance

Topics in Finance **Prerequisites:** Permission of department head and director of graduate programs in business. **Credits:** 3, R6

## Geology

### GEOL 505 - Hydrogeology

Overview of basic principles and methods of hydrogeology with emphasis on groundwater, groundwater-surface water interactions, geologic controls, water chemistry, field investigations, and environmental problems. 3 Lecture 3 Lab. **Prerequisites:** GEOG/GEOL 302. or GEOG/GEOL 305, or permission of instructor. **Credits:** 4

### GEOL 510 - Fluvial

#### Geomorphology

Survey of channel hydraulics, sediment transport and deposition, and channel responses to natural and anthropogenic disturbances; emphasizes factors controlling channel form and process. **Credits:** 3

### GEOL 523 - Contaminated Rivers: Assessment, Remediation, and Restoration

Survey of trace metal transport and fate in riverine environments and their potential impacts on ecosystem and human health; emphasizes remediation techniques. **Credits:** 3

### GEOL 555 - Wetlands

Wetland science and management with an emphasis on physical processes and field techniques. **Credits:** 3

### GEOL 565 - Environmental Geochemistry

Applying chemical principles in the study of geologic topics including environmental contaminants, element cycling, environmental reconstruction, and climate change; use of analytical equipment in geochemistry.

**Prerequisites:** Permission of instructor. **Credits:** 3

### GEOL 591 - Topics in Geology

Special course explores a current topic in Geology or Environmental Geology.

**Prerequisites:** Permission of instructor.

**Credits:** 1-4, R8

### GEOL 593 - Special Problems in Geology

Special Problems in Geology **Credits:** 2, R4

### GEOL 601 - Earth Sciences

Survey of the elements of physical and historical geology, weather, climate, and their effect on the geomorphic process.

**Credits:** 3

### GEOL 602 - Earth Sciences

Survey of the elements of physical and historical geology, weather, climate, and their effect on the geomorphic process.

**Credits:** 3

### GEOL 693 - Topics in Geology

Topics in Geology **Prerequisites:** Permission of instructor. **Credits:** 1-3, R6

## Gerontology

### GERN 510 - Healthy and Integrative Aging

An introduction to the field of gerontology with a focus on research, healthy aging and a holistic perspective of human development. **Credits:** 3

### GERN 680 - Independent Study

A directed independent study in the field of gerontology. **Prerequisites:**

Permission of advisor. **Credits:** 1-3, R9

## Health and Physical Education

### HPE 583 - Physical Education Advanced Internship

A full-time internship in physical education. Field experience.

**Corequisites:** HPE 596. **Credits:** 9

### HPE 596 - Seminar in Physical Education

Theory related to practice. **Corequisites:** HPE 583. **Credits:** 3

### HPE 605 - K-12 Public School Health Curriculum

Advanced study of curriculum issues related to teaching health in the public school environment. Completion of curriculum development project required. **Credits:** 3

### HPE 610 - Advanced Content & Strategies for School Health Intervention

Advanced study of content and intervention strategies related to teaching health in the public school environment. **Credits:** 3

### HPE 615 - Legal Issues in Human Performance

Development of a risk management approach to prevent lawsuits in sport

settings; comprehensive study of written and case laws and their effect on physical education and sports;

introduction to contract law. **Credits:** 3

### HPE 621 - Research in Health and Human Performance

Research competencies relating to health, physical education, recreation, and dance. **Prerequisites:** EDRS 602.

**Credits:** 3

### HPE 625 - Motor Learning

Theories and research concerning perceptual modalities in motor skill acquisition; physiological/psychological interaction in perceptual motor learning; relation of feedback, practice, and transfer to motor performance. **Credits:** 3

### HPE 630 - Physical Education Curriculum

History, philosophies, aims, and objectives of physical education curriculum. **Credits:** 3

### HPE 635 - Lifespan Motor Development

Theories, principles, and review of research on the biological, psychological, cognitive, and social changes across the lifespan that influence motor development. **Credits:** 3

### HPE 650 - Applied Physiology

Physiological adaptations resulting from different levels of performance. **Credits:** 3

### HPE 655 - Methods and Analysis in Physical Education and Sport Instruction

Advanced methods in physical education and sport instruction and the use of observation instruments designed to enhance pedagogical skills. **Credits:** 3

### HPE 665 - Exercise Testing and Prescription

Testing and training in fitness-based programs. **Credits:** 3

### HPE 676 - Research Techniques in Exercise Physiology

Techniques used for acute and chronic physical activity in humans and animal models. Procedures, ethical considerations, and institutional requirements will be covered. 2 Lecture 2 Lab. **Prerequisites:** Introductory courses in physiology and biochemistry. **Credits:** 3

### HPE 694 - Special Problems

Topics in physical education, athletics, recreation, dance, and related areas. **Credits:** 1-3, R9



**HPE 696 - Seminar/Practicum in Health & Physical Education**

Capstone course of issues in health and physical education. An appropriate practical experience for the graduate student. **Credits: 3**

**Health Sciences**

**MHS 510 - Health Systems Policy**

Overview of medical and health services delivery, organizations, providers, recipients, and financing from national policy perspectives **Credits: 3**

**MHS 530 - Theoretical**

**Foundations of Public Health**

Theory and principles of adult education as they apply to the promotion of health behaviors in clinical, worksite and community settings. **Credits: 3**

**MHS 532 - Principles of Clinical Education**

Principles and methods of teaching healthcare occupational skills in clinical settings focusing on defining educational needs, developing curricula, pedagogy, and outcomes assessment. **Credits: 3**

**MHS 534 - Training and**

**Development in Clinical Settings**

Techniques used in designing programs and activities to improve effectiveness of hospitals and other health-service delivery organizations as delineated by organizational needs, culture, and strategic plan. **Credits: 3**

**MHS 536 - Educational**

**Technology in Health Sciences**

Students will experience a wide array of technology applications in order to deliver written, oral, and electronic information appropriately in the allied health field. **Credits: 3**

**MHS 540 - Health**

**Communications**

Overview of social marketing as the basis for developing health communications between providers and consumers. **Credits: 3**

**MHS 562 - Leadership Strategies for Health Care Organizations**

Discussion of leadership constructs facing today's health care managers/administrators. Constructs include areas of employer/employee relations, human resource management, appraisal process, and employee motivation. **Credits: 3**

**MHS 564 - Cost**

**Containment/Productivity Management in Healthcare Organizations**

Principles of productivity management and budgeting of clinical departments in

hospitals and other health service delivery organizations. **Credits: 3**

**MHS 630 - Medicare & Medicaid**

In-depth study of Medicare & Medicaid, the federal program that provides a national model for the provision of socialized medicine in America.

**Credits: 3**

**MHS 635 - Theoretical**

**Foundations of Public Health**

Theory and principles of adult education as they apply to the promotion of health behaviors in clinical, worksite and community settings. **Credits: 3**

**MHS 638 - Program Planning and Evaluation in Health Sciences**

Theories and principles of program planning and evaluation in clinical, work site, and community settings; focusing on systematic approaches to assess program effectiveness and quality decision-making. **Credits: 3**

**MHS 640 - Health**

**Communications**

Overview of the development, implementation, and assessment of an organizational or community health information campaign. **Credits: 3**

**MHS 660 - Health Care Marketing**

Fundamentals of marketing applied to the health care environment; brand development and evolution; radical marketing and how technology is revolutionizing health care marketing. **Credits: 3**

**Credits: 3**

**MHS 662 - HealthCare**

**Organization-Problem Solving and Decision Making**

Overview of macrolevel directional decisions and microlevel operational decisions. **Credits: 3**

**MHS 664 - The Legal Environment of Healthcare**

Legal and ethical issues facing medical and health services. Discussion includes standards, regulations, ethical issues, applicable legislation and case law. **Credits: 3**

**Credits: 3**

**MHS 665 - Quality Performance in Health Care Organizations**

Quality improvement in patient care delivery; includes program design and new and emerging concepts and practices in quality management. **Credits: 3**

**Credits: 3**

**MHS 668 - Health Care Informatics**

Overview of automated information systems, flow charting and mainframe healthcare systems, technology considerations, artificial intelligence,

programming and application in healthcare settings. **Credits: 3**

**MHS 670 - Biostatistics for Health Sciences**

Introduction to statistical methods used in public health and medical sciences research; focusing application of methods to design and interpret experimental and comparative data. **Credits: 3**

**Credits: 3**

**MHS 675 - Research Methodology in the Health Sciences**

Overview of history and philosophies of research, topic selection, data gathering and presentation, report writing, and proposal development. **Credits: 3**

**MHS 680 - Directed Independent Study in Health Sciences**

A limited course for independent study; goals, methods, and expected outcomes approved in advance by program faculty; process monitored and outcome evaluated by program faculty.

**Prerequisites:** Permission of instructor.

**Credits: 1-3, R6**

**MHS 687 - Internship in Health Care Organizations**

A carefully planned, practical, service-learning experience at a health related agency or clinical facility; tailored to individual students. **Prerequisites:**

Permission of instructor. **Credits: 3**

**MHS 693 - Special Topics in Health Sciences**

In-depth study of a selected subject related to health sciences. **Credits: 3, R6**

**MHS 696 - Research Seminar in Health Sciences**

Preparation and refinement of research project or thesis proposal with a data gathering instrument, analysis plan and IRB application under the direction of MHS faculty. **Prerequisites:** MHS 670 and MHS 675. **Credits: 3**

**MHS 698 - Project in Health Sciences**

Students work independently under the direction of one faculty member on an analysis of a topic, synthesis, or creative application of existing scholarship to a specific problem, the result of which is a scholarly paper. **Prerequisites:** MHS 675. **Credits: 3, R6**

**MHS 699 - Thesis**

Thesis. **Prerequisites:** MHS 675.

**Credits: 3, R12**

**MHS 779 - Continuing Research-Non-Thesis Option**

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the

Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements. **Prerequisites:** Must NOT be enrolled in a thesis program. **Credits:** 1, R10

### **MHS 799 - Continuing Research-Thesis Option**

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements. **Prerequisites:** Must be enrolled in a thesis program. **Credits:** 2, R24

## **Higher Education**

### **EDHE 531 - Foundations of Adult Education**

Historical, sociological, psychological, and philosophical foundations of adult education; the nature and characteristics of adult learners; review of research.

**Credits:** 3

### **EDHE 605 - The Community College**

The two-year institution's function in higher education. **Credits:** 3

### **EDHE 610 - Community College Instruction**

Theories of instruction at the community college, instructional methodologies and strategies for working with adult learners, and practical applications of appropriate teaching practices. **Credits:** 3

### **EDHE 615 - Leading the Academic Department**

Prepares academic mid-level managers in community colleges. **Credits:** 3

### **EDHE 620 - Politics and Policy Development at the Community College**

This course examines the political factors and decision makers that may influence community college policy decisions at the state, county and campus levels. **Credits:** 3

### **EDHE 636 - Community College Curriculum Development**

Principles and processes of program planning and curriculum development. **Credits:** 3

### **EDHE 650 - Program Development and Evaluation**

Principles of evaluation and improvement of programming for all college functions. Special emphasis is placed upon student services and non-curriculum outcomes. **Credits:** 3

### **EDHE 670 - Community College Administration**

Community College Administration.

**Credits:** 3

### **EDHE 683 - Internship in Community College Administration**

Fieldwork at a community college, four-year institution of higher education, or other appropriate setting. **Prerequisites:**

Permission of advisor. **Credits:** 3

### **EDHE 686 - Practicum in Community College Teaching**

S/U grading. **Credits:** 2

### **EDHE 693 - Topics in Higher Education**

Short-term, high-interest topics related to administration and curriculum in higher education. **Prerequisites:** A course in higher education or permission of instructor. **Credits:** 1-3, R6

### **EDHE 695 - Seminar on the Community College**

Help self-directed students gain insight into the challenges and opportunities associated with the administration and continued evolution of the rural community college. **Credits:** 2

### **EDHE 805 - Role of Community College in Society**

Contextual role of community college in society. Special emphasis on how issues generated by these roles confront community college leaders. **Credits:** 3

### **EDHE 810 - Community College/Higher Education Leadership**

Advanced study of higher education leadership. Problems associated with organizational, procedural, and personnel issues in higher education. **Credits:** 3

### **EDHE 820 - Community College/Higher Education Politics and Board Relations**

Understanding the relationship between higher education leadership and controlling boards; state, regional and local political influence on higher education policy. **Credits:** 3

### **EDHE 830 - Adult Programming in Community College**

Principles of adult education used to examine the establishment of comprehensive programming plans for community college. **Credits:** 3

### **EDHE 840 - Community College Finance & Business Operation**

Community college funding procedures and models of business operations. **Credits:** 3

### **EDHE 860 - The College Presidency**

This course engages participants in an analysis of the university/college presidency looking at ascendancy to the presidency as well as various aspects of the nature of the presidency. **Credits:** 3

## **Higher Education**

## **Student Affairs**

### **HESA 530 - Diversity in Higher Education**

Overview of various college student subcultures and characteristics of today's college students; examination of professional approaches to development of the students within each culture. **Credits:** 3

### **HESA 593 - Topics in College Student Personnel**

Topics in College Student Personnel **Prerequisites:** Permission of instructor. **Credits:** 1-3, R9

### **HESA 605 - Introduction to Higher Education Student Affairs**

Introduction to student affairs in higher education focusing on the foundations of the profession, theoretical bases, models of practice, and employment competencies. **Credits:** 3

### **HESA 611 - Organization, Administration and Finance in Higher Education Student Affairs**

An analysis of organizational structures used in higher education student affairs. Administrative responsibilities of higher education student affairs professionals including planning, budgeting, and working with other units. **Credits:** 3

### **HESA 615 - History of Higher Education in the United States**

This course surveys the history of higher education in the United States with a dual focus on mainstream collegiate institutions and non-traditional alternatives. **Credits:** 3

### **HESA 621 - Theories of College Student Development**

Overview of theories of student development most widely accepted in student affairs professional circles. **Credits:** 3

### **HESA 625 - Teaching and Learning Environments in Higher Education**

This course focuses on trends toward collaboration between faculty and student affairs professionals and seeks to understand curriculum and pedagogical issues. **Credits:** 3

### **HESA 630 - Legal and Ethical Issues for Higher Education Student Affairs**

Examination of the regulatory, statutory and case law that governs the ethical operation of institutions of higher education, with particular emphasis on student affairs issues. **Credits:** 3

#### **HESA 640 - Emerging Issues in Higher Education Student Affairs**

It is important for student affairs professionals to be aware of various issues that affect students in higher education and to be well-informed of the current research and promising practices in our field. The purpose of this course is to explore emerging issues and research in the field of student affairs in order for students to translate knowledge into professional practice. Importantly, this course will integrate critical perspectives to analyze and critique current practices in the field of student affairs to create more equitable and inclusive organizations and institutions. **Credits:** 3

#### **HESA 650 - Program Development and Evaluation**

Principles of evaluation and improvement of programming for all college functions. Special emphasis is placed upon student services and non-curriculum outcomes. **Credits:** 3

#### **HESA 670 - Professionalism in Higher Education: Becoming a Practitioner-Scholar**

This course is designed to prepare students personally and professionally for a career in 21<sup>st</sup> Century Higher Education. Emphasis is placed on developing professional competencies based on national standards and adhering to the responsibilities of a practitioner-scholar. **Prerequisites:** Permission of instructor. **Credits:** 3

#### **HESA 680 - Independent Study in Higher Education Student Affairs**

Independent study allows the student an opportunity to explore a program related topic independent of the standard curriculum and expand their knowledge on a special topic. The topic and content must be mutually agreed upon by the course instructor and student.

**Prerequisites:** Permission of instructor. **Credits:** 1-3

#### **HESA 683 - Internship I**

Supervised practicum in college student personnel programs. Three-four hours of field-based practica per week per one credit hour. **Prerequisites:** HESA 605 and permission of advisor. **Credits:** 1-3, R6

#### **HESA 684 - Internship II**

Advanced supervised practicum in college student personnel programs. Three-four hours of field-based practica per week per one credit hour.

**Prerequisites:** Permission of advisor.

**Credits:** 1-3, R6

#### **HESA 685 - Internship III**

Advanced supervised practicum in college student personnel programs. Three-four hours of field-based practica per week per one credit hour.

**Prerequisites:** Permission of advisor.

**Credits:** 1-3, R6

#### **HESA 693 - Special Topics in Higher Education Student Affairs**

Special Topics in Higher Education Student Affairs

**Prerequisites:** Permission of instructor. **Credits:** 1-3, R9

#### **HESA 695 - Capstone in Higher Education Student Affairs**

This seminar is the capstone course for the program, integrating theory with practice. It includes in-depth discussion of current trends and issues through case studies. **Prerequisites:** Permission of advisor. **Credits:** 3

### **History**

#### **HIST 512 - Early Modern Europe**

The Reformation; development of the modern state; scientific revolution; rise of capitalism; social change. **Credits:** 3

#### **HIST 513 - Europe in the Eighteenth Century**

The Old Regime; wars of expansion, the Enlightenment; the French Revolution and Napoleon. **Credits:** 3

#### **HIST 514 - Europe in the Nineteenth Century**

Post-Napoleonic settlement; internal, colonial, and imperial developments; unification movements; the background of World War I. **Credits:** 3

#### **HIST 516 - Europe in the Twentieth Century**

World War I: Paris Peace Conference, domestic developments, the rise of "isms" in Russia, Italy, and Germany.

World War II: postwar reconstruction and reorganization, and the Cold War.

**Credits:** 3

#### **HIST 521 - Romans, Christians, Barbarians**

Explores the three most prominent cultures of the Mediterranean at the end of the Roman Empire. **Credits:** 3

#### **HIST 525 - Modern European Military History**

Focuses on the era of the two World Wars (1914-1945), emphasizing

political, technological, and operational issues. **Credits:** 3

#### **HIST 534 - Civil War and Reconstruction, 1848-1877**

Sectional differences; the secession movement; military operations; Reconstruction. **Credits:** 3

#### **HIST 545 - Cherokee History**

Pre-contact Cherokee society; acculturation; removal; post-removal development of the Cherokee Nation West, and the Eastern Band of the Cherokees. **Credits:** 3

#### **HIST 546 - Southern Appalachian History**

History and folkways in the period of geographic isolation; changes in regional culture in an age of improved transportation and communications.

**Credits:** 3

#### **HIST 568 - Heritage Tourism**

This course considers the history of heritage tourism and how it has developed in the United States. Heritage tourism has been used not only as a method for preserving landscapes and sites of historical importance, but also as a tool for promoting nationalism, boosting local economies, and selling real and imagined identities. With that in mind, this class will ask: what are the consequences of selling the past?

**Prerequisites:** Acceptance into the History MA program or acceptance into the ABM concentration in Public History. **Credits:** 3

#### **HIST 570 - History and Memory in the American South**

History and Memory in the American South explores public memory and regional identities. This class will analyze the ways in which southern communities have recalled and commemorated their pasts, paying particular attention to preservation sites, tourist destinations, and public monuments. It will examine what communities in the South have chosen to remember and to forget, and ask how and why those decisions have been made. **Prerequisites:** Acceptance into the History MA program or acceptance into the ABM concentration in Public History. **Credits:** 3

#### **HIST 571 - Introduction to Public History**

Explores such topics as museum displays, reenactments, historical pageants, historic preservation, living history, interpretations, and public policy. **Credits:** 3

### **HIST 572 - Local History and Genealogy**

Role of the family and the community in shaping state, regional, and national developments; emphasis on research techniques and local resources. Lecture and fieldwork. **Credits:** 3

### **HIST 573 - Introduction to Museum and Historic Site Interpretation**

Theory and practice of interpreting history to the public in museums and historic sites. Exhibit development, research methods, public programming, and audience evaluation. **Credits:** 3

### **HIST 574 - Introduction to Oral History**

Explores the uses of oral history, its relationship to other research techniques, the components of interviewing, and the field's numerous ethical, legal, and archival issues. **Credits:** 3

### **HIST 575 - History and Genealogy**

This course introduces students to the uses and cultural importance of family history, while also training them in the techniques of doing genealogy. They will study genealogy and its relationship to nostalgia, ethnicity, regionalism, slavery, race, and national identity, learning how family history and genealogy have been deployed in various ways by different groups at different times - from elite families in colonial British America, to the new bourgeoisie of nineteenth-century America, to slaves and freed African Americans in era of Civil War, to new "white ethnic" groups in the twentieth century, to minority and marginal people in our modern day. **Prerequisites:** Acceptance into the History MA program or acceptance into the ABM concentration in Public History. **Credits:** 3

### **HIST 576 - Studies in Historic Preservation**

This course examines both the history and contemporary practice of historic preservation. Students will consider how and why the preservation movement developed in the United States, examine the people who and organizations that drove the movement, explore how and why historical interpretations of the built environment have changed over time, and consider the questions and issues that current preservationists face.

**Prerequisites:** Acceptance into the History MA program or acceptance into

the ABM concentration in Public History. **Credits:** 3

### **HIST 593 - Topics in History**

Topics in History **Credits:** 1-3, R12

### **HIST 613 - United States History to 1800**

Seminar addressing historiographical themes in American history to 1800, pre-contact to Revolution, including settlement, Native Americans, slavery, politics, economics, religion, and war. **Credits:** 3

### **HIST 614 - Nineteenth Century United States**

Seminar addressing historiographical themes in nineteenth century American history, including settlement, Jacksonian American, slavery, the Civil War, Reconstruction, Industrialization, and Populism. **Credits:** 3

### **HIST 615 - Twentieth Century United States**

Seminar addressing historiographical themes foreign policy, wars, race relations, the Cold War, Reconstruction, political developments, and consumerism. **Credits:** 3

### **HIST 620 - Native American History**

Seminar addressing historiographical pre-contact to present, including culture, religion, wars, treaties, economics, and tribal sovereignty. **Credits:** 3

### **HIST 621 - Environmental History**

Seminar addressing historiographical themes related to humans' relationship with nature and the ways in which climate and nature shape human history. **Credits:** 3

### **HIST 622 - Gender History**

Seminar addressing historiographical themes related to gender as a mode of intellectual inquiry in American and European History. **Credits:** 3

### **HIST 631 - Historiography**

Survey of the principal historians, interpretations, methodology, and sources dealing with American or European History. **Credits:** 3

### **HIST 633 - Advanced Teaching Methodologies in Secondary Social Science Education**

Examines instructional strategies and theories for effective teaching of secondary-level social sciences. Required course in the M.A.Ed. Social Science program. **Credits:** 3

### **HIST 680 - Readings in History I**

Major interpretative monographs and articles within a selected area. may not be taken more than twice for credit

without departmental approval. **Credits:** 3, R6

### **HIST 688 - Internship in History**

Supervised internship in a public history institution or setting. S/U grading.

**Prerequisites:** Permission of department head. **Credits:** 1-3, R-3

### **HIST 693 - Problems in History**

Problems in History **Prerequisites:** Preparation in topic or permission of instructor. **Credits:** 3, R9

### **HIST 699 - Thesis**

Only 3 hours may be counted toward degree. **Credits:** 1-3, R12

### **HIST 779 - Continuing Research-Non-Thesis Option**

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements. **Prerequisites:** Must NOT be enrolled in a thesis program. **Credits:** 1, R10

## **Human Resources**

### **HR 601 - Organization Acumen for HR Leaders**

Overview of the major functions of organizations emphasizing how HR professionals provide strategic leadership through effective planning and execution of strategy to achieve organizational goals. Organizational functions to be addressed include marketing/sales, finance/accounting, and operations. **Credits:** 3

### **HR 602 - Human Resources Research and Evaluation Methods**

An overview of human resources research literature and methods. **Credits:** 3

### **HR 605 - Principles and Practice in Human Resources**

In this course, students will explore the Human Resource functions within organizations. An emphasis is placed on the role that HR should ideally play as a strategic partner in the organization focused on enhancing organizational performance. This course covers all of the relevant functional areas of human resources including: reward systems, performance coaching, talent acquisition, talent development, and strategic human resource planning. **Credits:** 3

### **HR 610 - Human Resource Development**

An overview of the training and development functions in organizations. **Credits:** 3

**HR 611 - E-Learning**

An introduction to developing on-line learning systems for educational institutions, business organizations, and government agencies. **Credits:** 3

**HR 612 - Instructional Design**

Developing instructional training programs for education, industry, and government. **Prerequisites:** Permission of instructor. **Credits:** 3

**HR 613 - Coaching for Performance**

Explores and analyzes at the graduate level concepts and practices of performance management in organizations, emphasizing alignment of employee and team performance goals with organizational strategy and ongoing feedback and coaching for performance. **Credits:** 3

**HR 614 - Talent Acquisition and Retention**

In this course, students will explore the competitive forces, theories and methods of organization recruitment, selection, and retention. The course addresses staffing models and strategy, staffing support systems (legal compliance, planning, job analysis, and rewards), core staffing systems, and retention management. It is strongly recommended that this course be taken after completion of HR 605 and HR 602. **Credits:** 3

**HR 615 - Organization Development**

An overview of the practices, theories, and methods of organization development and action learning. **Credits:** 3

**HR 616 - Web Publishing**

An introduction to basic Web publishing with Macromedia's Dreamweaver and Fireworks software. **Credits:** 3

**HR 619 - Assessment Methods in Human Resources**

An overview of assessment instruments and methods used in human resources. **Credits:** 3

**HR 620 - The Design and Use of Instructional Gaming Simulations**

Exploration into instructional games and simulations. Selection of gaming-simulations to achieve particular learning objectives and facilitation of simulation exercises. Emphasis is placed on designing and field-testing student made gaming-simulations. **Prerequisites:** Permission of instructor. **Credits:** 3

**HR 630 - Career Development**

This graduate-level course explores the various theories and practices of career development as applied in human resource environments. **Credits:** 3

**HR 660 - Talent Performance & Development**

Students will explore the concepts and practices of performance development strategies and processes as well as identify the methods to measure individual results and behaviors in organizations. Students will also analyze the development and improvement of talent within the organization, focusing on talent development strategies and initiatives which are integrated with organizational strategy and bottom-line objectives. **Credits:** 3

**HR 662 - Total Rewards: Strategy and Plan Design**

An overview of compensation and benefit issues with a focus on aligning compensation strategy with organizational strategy. **Credits:** 3

**HR 665 - Responsible HR Leadership: The Regulatory Environment, Ethics, & Social Responsibility**

This course prepares HR leaders to be knowledgeable about the regulatory environment in which their organization operates and the appropriate HR and organizational practices to ensure compliance with applicable regulations, with the ultimate HR objective being to foster a culture that embodies ethical and socially responsible leadership. This content has been designed to align with HR competencies identified by leading HR organizations, including the Association of Talent Development (ATD), HR Certification Institute (HRCI), Dr. David Ulrich, Bersin by Deloitte, the Association for Human Resource Development, and the Society for Human Resource Management (SHRM). **Credits:** 3

**HR 666 - Legal Issues in Human Resources**

An overview of major employment regulations with a focus on how HR professionals can effectively manage potentially litigious employment challenges. **Credits:** 3

**HR 669 - Introduction to Human Resources Consulting Theory and Practice**

Students will learn the foundational knowledge and theoretical aspects of Human Resources consulting. They will practice the skills needed in order to

better understand the work in the required HR consulting courses and to work as a Human Resources consultant. Students will learn to provide advice and guidance to ensure human resource professionals have the resources, capability, and training to fulfill their roles. The focus of this course will be understanding and applying consulting theory and practice to exclusively human resources projects (e.g., employee engagement, employee development, DEI initiatives, etc.). Students will also learn how to manage an HR consulting project from start to end. **Note:** This course is an optional elective course that will provide knowledge and skills in preparation for the HR 687 and HR 688 required courses **Credits:** 3

**HR 675 - Leadership in Human Resources**

An overview of the strategic leadership role performed by human resource professionals. **Credits:** 3

**HR 677 - Digital Human Resources and People Analytics**

This course helps MSHR students to become more digital and data-driven. It helps them navigate the complexities of the HR technology landscape and think about how to use HR technology to improve employee experience. Specifically, the course covers: 1) Introduction to Artificial Intelligence in human resources and the future of work. 2) Creating a digital HR foundation. 3) Using assessments for talent identification. 4) Culture and mindset change in a digital era. 5) The data-driven (people analytics) and digital HR business partner, and 6) How to select and use digital employee assessments. **Credits:** 3

**HR 687 - HR Consulting**

In this course, you will acquire and practice the skills needed to build partnerships with management and operate as an HR consultant within an organization. You will first plan and prepare for the consultative relationship with a pre-selected nonprofit organization. Then, you will work with teammates on a pre-determined consulting project (such as the development of an employee handbook, a mentoring program, a compensation analysis, etc.) In this process, you will learn about what causes client resistance and how to deal effectively with it and will be required to integrate your technical and theoretical HR knowledge

into the consultative process. An overview of the major differences between consulting in nonprofit and for-profit organization will be presented.

**Prerequisites:** Completed 18 hours.

**Credits:** 3

### **HR 688 - Advanced HR Consulting**

In this advanced HR consulting course, students practice the skills needed to build partnerships with management and operate as solo HR consultants for an organization. That includes planning, preparing for the consultative relationship and working on their own on a pre-determined HR consulting project within specific deadlines. In this process, they will learn about and deal with client resistance and manage the consulting project. They will be required to integrate their technical and theoretical HR knowledge into the consultative process. **Prerequisites:** HR 687. **Credits:** 3

### **HR 693 - Selected Topics in Human Resources**

Selected Topics in Human Resources

**Prerequisites:** Permission of instructor.

**Credits:** 3, R12

### **HR 698 - Capstone Seminar in Human Resources**

This capstone course is designed to integrate learning from the other courses in the program and should be taken near degree completion. Readings and assignments focus on how students hope to apply their learning and impact their organizations and the HR profession.

**Prerequisites:** Completion of 21 credit hours in HR. **Credits:** 3

## **International Business**

### **IBUS 693 - Topics in International Business**

Topics in International Business

**Prerequisites:** Permission of department head and director of MBA Program.

**Credits:** 3, R6

## **Management**

### **MGT 682 - Research Project in Management**

Research Project in Management.

Detailed research project proposal must be prepared by the student and approved by the professor sponsoring the research, the department head, and the director of graduate programs in business. **Credits:** 3, R6

### **MGT 693 - Topics in Management**

Topics in Management **Prerequisites:** Permission of department head. **Credits:** 3, R6

## **Marketing**

### **MKT 601 - Marketing Management**

Techniques of planning, market analysis, and strategic design; emphasis on integration of product, price, promotion, and distribution. **Prerequisites:** MBA 520 or equivalent. **Credits:** 3

### **MKT 602 - Marketing Research**

The role of marketing research; methodology and technique; emphasis on generating information for solving marketing problems. **Credits:** 3

### **MKT 603 - Consumer Behavior**

Buyer behavior and marketing strategies; emphasis on research studies from the behavioral sciences. **Credits:** 3

### **MKT 604 - Marketing Communications**

Relationship of demand stimulation to business management; analysis of cases emphasizing the management of advertising and promotional efforts in the total marketing concept.

**Prerequisites:** MKT 601. **Credits:** 3

### **MKT 682 - Research Project in Marketing**

Research Project in Marketing

**Prerequisites:** Detailed project proposal must be approved by department head and director of graduate programs in business. **Credits:** 3, R6

### **MKT 693 - Topics in Marketing**

Topics in Marketing **Prerequisites:** Permission of department head and director of graduate programs in business. **Credits:** 3, R6

## **Master of Business**

## **Administration**

### **MBA 500 - Accounting and Finance for Management Analysis**

Foundations of Accounting and finance for managerial decision making: lecture, readings, problems, cases.

**Prerequisites:** Admission to MBA program or permission of MBA Director. **Credits:** 3

### **MBA 505 - Economics and Public Policy**

Economic, social, and public policy affecting managerial decisions: lecture, readings, problems, cases.

**Prerequisites:** Admission to MBA program or permission of MBA Director. **Credits:** 3

### **MBA 510 - Statistical Analysis for Business**

Foundations of statistics for managerial decision making; use of computerized simulations: lecture, readings, problems, cases. **Prerequisites:** Admission to

MBA program or permission of MBA Director. **Credits:** 2

### **MBA 515 - Foundations of Management**

Introduction to principles and practices of management; introduction to production process and behavior concepts related to management functions: lecture, readings, problems, cases. **Prerequisites:** Admission to MBA program or permission of MBA Director. **Credits:** 1

### **MBA 520 - Foundations of Marketing**

Introduction to principles and practices of marketing related to management functions: lecture, readings, problems, cases. **Prerequisites:** Admission to MBA program or permission of MBA Director. **Credits:** 1

### **MBA 525 - Social, Political, and Legal Environment for Business**

Social and ethical responsibility of business; legal concepts, legislation, and administrative decisions impacting business and management: lecture, readings, problems, cases.

**Prerequisites:** Admission to MBA program or permission of MBA Director. **Credits:** 2

### **MBA 602 - Strategy and Marketing**

Strategic and marketing planning, including environmental survey, competitive analysis, buyer behavior, and strategic marketing plans.

**Prerequisites:** Admission to MBA program or permission of MBA Director. **Credits:** 3

### **MBA 606 - Managing Research and Development Activities**

Managing the CRDO suite: technology management, innovation, uncertainty, real options, and integrating strategy and technology planning. **Prerequisites:**

MBA 602, MBA 621, MBA 631, and MBA 635. **Credits:** 3

### **MBA 608 - Portfolio Management**

Managing the CFO suite I: Business, trading, and investment construction; portfolio theory, risk analysis, and options theory. **Prerequisites:** MBA 602, MBA 606, MBA 621, MBA 631, and MBA 635. **Credits:** 3

### **MBA 611 - Financial Valuations**

Managing the CEO Suite II: Valuing companies, projects, capital expenditures, and cash flows.

**Prerequisites:** MBA 602, MBA 608, MBA 621, MBA 631, MBA 635, and MBA 639. **Credits:** 3

**MBA 620 - Small Business Consulting**

Consulting with business clients of the Small Business and Technology Development Center. Includes participation in graduate student competitions when available.

**Prerequisites:** Permission of the MBA Director and the instructor. **Credits:** 3

**MBA 621 - Leadership and Ethics**

Introduction to leadership in modern organizations, including social responsibility, ethics, and teamwork.

**Prerequisites:** Admission to MBA program or permission of MBA Director. **Credits:** 3

**MBA 623 - Accounting: Understanding Performance & Informing Decisions**

The study of how accounting information is used to both evaluate management and firm performance as well as provide valuable information to inform managerial decisions.

**Prerequisites:** Admission to MBA program or permission of MBA Director. **Credits:** 3

**MBA 625 - Applied Business Economics**

Apply theory to help frame challenges faced by individuals and firms. Articulate relationship between market structure and power, offer innovative solutions to market function challenges.

**Prerequisites:** Admission to MBA program or permission of MBA Director. **Credits:** 3

**MBA 627 - Applied Business Analytics**

An introduction to decision making using descriptive, predictive, and prescriptive approaches. Topics included are data visualization, regression models, optimization models and decision analysis. **Prerequisites:** Admission to MBA program or permission of MBA director. **Credits:** 3

**MBA 629 - Organizational Behavior**

Examines the social and behavioral aspects of organizations. Applies theories of motivation, teamwork and other individual and group-level constructs to enhance personal and organizational performance.

**Prerequisites:** Admission to MBA program or permission of MBA director. **Credits:** 3

**MBA 631 - Human Resource Management**

Managing human assets and liabilities, including employment, labor rules, dispute resolution, and employee benefits. **Prerequisites:** Admission to MBA program or permission of MBA director. **Credits:** 3

**MBA 633 - Legal and Regulatory Issues in Business**

Managing the risk exposure of the organization as well as understanding mergers and acquisitions, trade, human assets and liabilities, international law and accountability. **Prerequisites:**

Admission to MBA program or permission of MBA director. **Credits:** 3

**MBA 635 - Managing Value-Creating Business Operations**

Processes, problems, and strategies related to the creation of products and services. **Prerequisites:** Admission to MBA program or permission of MBA director. **Credits:** 3

**MBA 637 - Financial Management and Valuation**

Provides a framework for analyzing financial management and investment decisions. Develops practical tools for decision-making and valuation in a global and dynamic financial environment. **Prerequisites:** MBA 623, MBA 625, and MBA 627. **Credits:** 3

**MBA 639 - Systems for Competitive Advantage**

Managing IT strategy, emerging technologies, regulatory requirements and security. Finding innovative solutions to IT challenges.

**Prerequisites:** Admission to MBA program or permission of MBA director. **Credits:** 3

**MBA 641 - Marketing Management**

Managing marketing strategy, product positioning, product, channels, communications, pricing strategies, and marketing research. Developing innovative strategies to respond in the international marketplace.

**Prerequisites:** Admission to MBA program or permission of MBA director. **Credits:** 3

**MBA 643 - Integrative Strategic Management**

Strategic management course designed to integrate accumulative analytical and critical thinking skills gained in the program towards building stronger organizational leadership competencies.

**Prerequisites:** Completed 24 or more hours of MBA core curriculum courses. **Credits:** 3

**MBA 682 - Independent Study Project**

Supervised, student initiated research project. One to three supervised contact hours with instructor, or more if needed.

**Prerequisites:** Permission of MBA director. **Credits:** 1-3, R6

**MBA 683 - MBA Internship**

A full-time work situation providing in-depth experience in management practices. S/U grading. **Prerequisites:**

Permission of MBA Director. **Credits:** 3

**MBA 693 - Special Topics in Business Administration**

Special Topics in Business

Administration. **Prerequisites:** Permission of department head and director of graduate programs in business. **Credits:** 1-3, R6

**MBA 695 - MBA Seminar**

Exposure to significant business issues in contemporary society from the perspective of influential practitioners and thought leaders. S/U grading.

**Prerequisites:** Permission of MBA Director. **Credits:** 3

**Mathematics****MATH 500 - History of Mathematics**

Development of mathematics from a historical perspective. Topics include elementary number theory, probability, algebra, geometry, trigonometry, calculus. **Credits:** 3

**MATH 511 - Foundations in Geometry**

Axiomatic approach to the study and development of Euclidean and non-Euclidean geometry. **Credits:** 3

**MATH 520 - Partial Differential Equations**

This course is an introduction to the study of Partial Differential Equations and Boundary Value Problems.

Separation of variables methods for 2nd-order linear PDEs will be discussed, along with derivation of equations and analysis of solutions. Fourier series, Fourier transforms, Laplace Transforms, Bessel functions, and Sturm-Liouville Theory will be discussed in the context of these solution techniques. Other topics may include Green's Functions, numerical methods, 1st-order PDEs and the method of characteristics, or additional modeling and analysis. **Credits:** 3

**MATH 522 - Real Analysis I**

Sequences of real numbers, continuous functions, and differentiation. **Credits:** 3

**MATH 524 - Complex Variable Theory**

The complex number system, limits, continuity, derivatives, transcendental, and multivalued functions, and integration. **Credits:** 3

**MATH 530 - Mathematical Modeling**

Topics including design of models, analysis of stability and sensitivity, optimization, programming, forecasting, differential equation models, diffusion, or wave propagation. **Credits:** 3

**MATH 541 - Introduction to Numerical Analysis**

Numerical techniques in root-finding, interpolation, differentiation and integration, ordinary differential equations, linear systems, and error analysis. **Credits:** 3

**MATH 550 - Linear Optimization**

Formulation and solution of linear programming models; development of simplex method; duality theory; sensitivity analysis; software; and applications. **Credits:** 3

**MATH 561 - Abstract Algebra II**

Group theory through the homomorphism theorems; rings and fields through their homomorphism theorems. **Credits:** 3

**MATH 562 - Linear Algebra II**

A theoretical development of basic linear algebra concepts in abstract vector spaces. Extension of basic concepts to include inner product spaces, orthogonalization, projections, and advanced topics at the discretion of the instructor. Development of mathematical proofs pertaining to linear algebra. **Credits:** 3

**MATH 570 - Probability and Statistics II**

Sampling distributions, methods and properties of estimation, point and interval estimation, hypothesis testing. **Credits:** 3

**MATH 571 - Problem Solving for Actuarial Exam P**

Advanced problem solving by means of extensive review and practice. Preparing students for Exam P of the Society of Actuaries and the Casualty Actuarial Society. **Credits:** 3

**MATH 572 - Data Science**

Introduction to a high-level language, exploring and manipulating data, functions and basic coding, deterministic and stochastic modeling, concepts of projects and code management,

databases, data collection and statistical inference **Credits:** 3

**MATH 574 - Introduction to Statistical Models**

The foundation of this course is linear models, which are then compared to nonlinear approaches. Topics include estimation and testing, simulation and resampling, introduction to linear models including simple linear, multivariate and generalized linear models, and introduction to model selection and performance. **Credits:** 3

**MATH 575 - Statistical Machine Learning**

This course blends the algorithmic perspective of machine learning in computer science and the predictive perspective of statistical thinking. Topics include regression, classification, algorithmic analysis of models, performance metrics and prediction, cross-validation, data transformations, dimension reduction, supervised and unsupervised learning and ensemble methods. **Credits:** 3

**MATH 593 - Topics in Mathematics**

Topics in mathematics. **Prerequisites:** Permission of instructor. **Credits:** 1-6, R6

**MATH 674 - Applied Linear Regression**

Topics in multiple linear regression; estimation of model parameters, statistical inferences, diagnostics for model assumptions, methods to determine the best model, exposure to SAS. **Credits:** 3

**MATH 678 - Data Science Capstone**

A capstone experience in which students consider scientific questions, collect and analyze data and communicate the results. When appropriate, these questions will be taken from local business and industry relationships. **Corequisites:** MATH 572, MATH 574, and MATH 575. **Credits:** 1

**MATH 693 - Topics in Mathematics**

Topics in mathematics. **Prerequisites:** Permission of instructor. **Credits:** 1-6, R6

**Middle Grades Education****EDMG 621 - Issues and Trends in Middle Grades Education**

Explores principles and relationships and assesses current issues and trends in middle grades education. **Credits:** 2

**EDMG 622 - Teaching-Learning Strategies for the Middle Grades**

Presents theories, methods, grouping for middle grades; includes individualizing, units, instructional technique, and methods. **Credits:** 3

**EDMG 682 - Trends and Issues in Middle Grades Education: The Professional Portfolio**

Current issues in middle grades education to include the development of a professional portfolio. **Credits:** 2

**EDMG 779 - Continuing Research-Non-Thesis Option**

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements. **Prerequisites:** Must NOT be enrolled in a thesis program. **Credits:** 1, R10

**Music****MUS 503 - Marching Band Techniques**

Marching Band Techniques **Credits:** 1, R4

**MUS 511 - Advanced Vocal Pedagogy**

Advanced study of teaching methodology, physiology, and anatomy of voice. Emphasis on a variety of styles, techniques, research, technology, and practical teaching experiences. **Credits:** 3

**MUS 512 - Teaching in the Private Studio**

Practical, ethical and legal aspects of establishing a private music studio, including evaluation of appropriate pedagogical approaches and materials for individual instruction. **Credits:** 1

**MUS 513 - Studies in Improvisation**

Study of significant styles of improvisation through listening, analysis, and performance. Additional credit may be earned at an advanced level or in a different style. **Credits:** 1, R4

**MUS 515 - Applied Concert Literature**

A survey of major concert literature with an emphasis on stylistically appropriate performances. **Prerequisites:** Permission of instructor. **Credits:** 1,R4

**MUS 520 - Studies in Music Literature**

Historical and theoretical study of various forms of music literature. Only 3



hours may be counted as part of the graduate core curriculum. **Credits:** 3, R9

**MUS 521 - Studies in Musical Analysis**

Survey of one or more topics or analytical approaches with direct application of their terms and concepts to relevant musical repertoire.

**Prerequisites:** Successful completion of entrance exam in music theory or completed remediation. **Credits:** 3, R9

**MUS 525 - Twentieth-Century Music**

Historical and theoretical issues in twentieth-century music. **Credits:** 3

**MUS 528 - Choral Conducting**

Study and application of gesture communication and analysis to choral conducting. **Prerequisites:** MAT student or permission of instructor. **Credits:** 2

**MUS 529 - Instrumental Conducting**

Application of techniques and analysis to instrumental conducting.

**Prerequisites:** MAT student or permission of instructor. **Credits:** 2

**MUS 569 - Music in Motion Pictures**

The study of music composed for motion pictures, including process and procedures, selected biographies, representative films, and a brief chronology. **Credits:** 3

**MUS 592 - Orff-Schulwerk Level I**

A study of basic Orff-Schulwerk techniques. **Credits:** 3

**MUS 593 - Topics in Music**

Issues in music performance, education, or the music business. Only 6 credit hours may be counted toward any graduate degree course requirements. **Credits:** 1-3, R12

**MUS 597 - Seminar in Piano Pedagogy**

2 Lab. **Credits:** 1, R4

**MUS 598 - Seminar in Accompanying**

2 Lab. **Credits:** 1, R4

**MUS 601 - Writing About Music**

Writing workshop focusing on styles and techniques appropriate to the discussion of music in various contexts. 2 Lab. **Credits:** 1

**MUS 605 - Graduate Recital**

Public performance. Datand repertoire must be approved by student's advisory committee. **Corequisites:** MUS 612. **Credits:** 1, R2

**MUS 611 - Applied Minor**

One half-hour lesson per week in minor performance area. **Credits:** 1, R4

**MUS 612 - Applied Major**

Two half-hour lessons per week in major performance area. **Credits:** 2, R8

**MUS 613 - Applied Major**

Three half-hour lessons per week in major performance area. **Credits:** 3, R9

**MUS 614 - Applied Conducting**

One half-hour lesson per week in choral or instrumental conducting. **Credits:** 1, R4

**MUS 615 - Applied Composition**

Two half-hour lessons per week in composition. **Credits:** 2, R8

**MUS 621 - History of Musical Theory**

The historical development of music theory as a language for scholarly discussion of music. **Credits:** 3

**MUS 622 - Influences of Folk**

**Traditions on Western Art Music**

Historical and theoretical perspectives on the incorporation of "foreign" or "folk" influences into the Western art music tradition. **Credits:** 3

**MUS 640 - Seminar in Music Pedagogy**

Techniques and materials of teaching for voice and instruments. Only 3 semester hours may be applied toward major area requirements for the M.M. in music. **Credits:** 3, R6

**MUS 641 - Pedagogy of Music Theory**

Philosophies and methods of teaching basic music theory, focusing on tonal harmony and its application to student performance skills. **Credits:** 3

**MUS 650 - Advanced Flute Repair**

4 Lab. **Prerequisites:** MUS 593 and permission of the instructor. **Credits:** 2, R8

**MUS 671 - Chorus**

Study and performance of representative choral works; open to any graduate student regardless of degree program.

Three hours of rehearsal per week.

Different repertoire every semester.

**Credits:** 1, R4

**MUS 672 - Concert Choir**

Audition required; public performances. Different repertoire every semester. Four hours of rehearsal per week. **Credits:** 1, R4

**MUS 673 - Band**

Performance of a wide variety of music in marching, symphonic, or concert band; open to any student meeting eligibility requirements. Different repertoire every semester. 3-6 hours of rehearsal per week. **Credits:** 1-2, R6

**MUS 674 - Orchestra**

Performance in an orchestral ensemble; open to any student meeting eligibility requirements. Different repertoire every semester. 3-6 hours of rehearsal per week. **Credits:** 1, R4

**MUS 675 - Small Ensemble**

Participation in any small ensemble to expand knowledge of literature and performance. Different repertoire every semester. **Credits:** 1, R6

**MUS 677 - Capstone Project**

Guided study of an original research or creative project, or lecture/recital.

**Prerequisites:** Approval of student's graduate committee. **Credits:** 3

**MUS 679 - Lecture/Recital**

Requirements determined by the student's advisory committee. **Credits:** 1, R2

**MUS 680 - Independent Study**

Independent Study **Credits:** 1, R6

**MUS 689 - Internship in Secondary Education (Music)**

Supervised clinical experience in a school setting. **Corequisites:** EDCI 689 and EDCI 695. **Credits:** 3, 6 or 9, R12

**MUS 693 - Orff-Schulwerk Level II**

A study of intermediate-level Orff-Schulwerk techniques. **Prerequisites:** MUS 592. **Credits:** 3

**MUS 694 - Orff-Schulwerk Level III**

A study of advanced-level Orff-Schulwerk techniques. **Prerequisites:** MUS 693. **Credits:** 3

**MUS 695 - Music Education Seminar**

Music curriculum within the general education framework; current philosophies and trends. **Credits:** 3

**MUS 699 - Thesis**

Requirements determined by the student's advisory committee. Only 3 semester hours may be counted toward degree requirements. **Credits:** 3

**MUS 779 - Continuing Research-Non-Thesis Option**

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements. **Prerequisites:** Must NOT be enrolled in a thesis program. **Credits:** 1, R10

**MUS 799 - Continuing Research-Thesis Option**

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling

degree requirements. **Prerequisites:** Must be enrolled in a thesis program. **Credits:** 2, R24

## **Native American Studies**

### **NAS 552 - The Roots of Health Disparities in Native American Populations**

Course discusses emergent models that associate chronic stress via historical and intergenerational trauma with chronic disease, particularly among Indigenous or colonized populations. **Prerequisites:** Graduate standing. **Credits:** 3

### **NAS 570 - Cherokee Culture and History**

Course will provide a general introduction to Cherokee culture and history with an emphasis on relationship to health and policy. **Prerequisites:** Graduate standing. **Credits:** 3

### **NAS 571 - Indigenous and Western Psychologies**

Epistemologies and world views of Southeastern Native peoples will be discussed in comparison with standard Western approaches of addressing behavioral health. **Prerequisites:** Graduate standing. **Credits:** 3

### **NAS 572 - Healing the Wounded Native Child**

Course will increase students' understanding of culturally sensitive care and key elements involved in addressing behavioral health needs of Native child and adolescent populations.

**Prerequisites:** Graduate standing. **Credits:** 3

### **NAS 574 - Issues in Indian Health**

Historical and cultural context of disease in the Americas from 1500 AD to present, with focus on health of Indigenous Peoples of Southeast.

**Prerequisites:** Graduate standing. **Credits:** 3

### **NAS 576 - American Indian Tobacco and Substance**

Broad historic and contemporary survey of how tobacco and consciousness-altering substance usages are situated within the culture and daily lives of Southeastern Native peoples.

**Prerequisites:** Graduate standing. **Credits:** 3

## **Natural Resources Management**

### **NRM 593 - Topics in NRM**

Topics in NRM. **Prerequisites:** Permission of instructor. **Credits:** 1-4, R12

## **Nursing**

### **NSG 501 - Advanced Practice Nursing: Roles and Professional Issues**

History, contemporary roles, and practice issues of advanced practice nursing. **Prerequisites:** Admission (full or provisional) to the Nurse Educator, Family Nurse Practitioner, or M.S.N. in Nursing Administration. **Credits:** 2

### **NSG 510 - Theory for Advanced Practice Nursing**

Critique and evaluation of nursing and other relevant theories from the social, organizational, and biological sciences. **Prerequisites:** Admission (full or provisional) to the M.S.N. program or Nursing Administration program. **Credits:** 2

### **NSG 511 - Research for Advanced Practice Nursing**

Research design and methods and critique of research for application to practice. **Prerequisites:** Admission (full or provisional) to the Nurse Educator, Family Nurse Practitioner, or M.S.N. in Nursing Administration. **Credits:** 3

### **NSG 516 - Economics and Organization of Health Care**

Organization of health care in the U.S., financing health care, reimbursement, managed care, and health policy development and implementation.

**Prerequisites:** Admission (full or provisional) to the Nurse Educator, Family Nurse Practitioner, Nursing Administration, or M.S.N. program. **Credits:** 2

### **NSG 517 - Pathophysiology for the Advanced Practice Nurse**

Pathophysiology at the cellular, tissue, and system levels. **Prerequisites:** Admission (full or provisional) to the Nurse Educator, Family Nurse Practitioner, or MSN in Nursing Administration program; or permission of instructor. **Credits:** 3

### **NSG 521 - Healthcare Finance and Reimbursement in Primary Care**

This course supports the development of knowledge and skills around the impact of health care financing on delivery of patient care in the primary care setting and the ability to articulate the value of integration of RN-led interventions in primary care. **Prerequisites:** NSG 523 and NSG 525. **Credits:** 2

### **NSG 522 - Care Coordination and Case Management to Support Value-Based Care**

This course supports the development of competencies for RN led care coordination and care management interventions to impact population health in the primary care setting. **Credits:** 2

### **NSG 523 - Professional Nursing Roles in Primary Care**

This course examines the various roles of the RN in the primary care setting and supports knowledge to enhance interprofessional practice. **Credits:** 2

### **NSG 524 - Care through the Lifespan through the Primary Care Lens**

This course supports the development of knowledge, skills, and abilities to support patient-centered nursing care in the primary care setting across the lifespan. Key knowledge skills and abilities needed to support patient care across four spheres of care (health promotion, disease prevention, and management, and restorative/palliative support) are addressed. **Credits:** 2

### **NSG 525 - Teamwork and Communication in Primary Care**

This course focuses on the development of knowledge, skills, and abilities to support effective communication and interprofessional collaboration in the primary care setting. Course content focuses on use of specific techniques to develop effective teams along with enhanced understanding of cultural and other considerations to create practice environments that support diversity, equity, and inclusion. **Credits:** 2

### **NSG 526 - Quality and Safety in the Primary Care Setting**

This course focuses on application of specific techniques to approach quality and safety in the primary care setting. Learners will develop a practice focused quality improvement project to support enhanced care delivery. **Prerequisites:** NSG 521, NSG 523, and NSG 525. **Credits:** 2

### **NSG 583 - Clinical Specialty for Nurse Educators**

This course will focus on current theory, trends and issues in specific clinical practice area to prepare student to serve as nurse preceptor/educator. **Credits:** 2

### **NSG 602 - Advanced Physical Assessment and Diagnosis**

Clinical evaluation and physical assessment for the nurse anesthetist.

**Credits:** 1

### **NSG 603 - Advanced Physical Assessment and Clinical Diagnostics**

Clinical diagnostic evaluation methods and advanced physical assessment techniques. **Credits:** 2

**NSG 618 - Survey of Pharmacotherapeutics**

Pharmacologic basis of drug management. Includes pharmacodynamics and pharmacokinetics of drug groups, dosage calculations, drug interactions and patient/client education. This course does not prepare students for prescriptive privileges. **Credits:** 3

**NSG 622 - Advanced Pharmacology**

Pharmacokinetics and pharmacodynamics. Pharmacology and pharmacotherapeutics of drug groups, special populations, and patient/client considerations. **Prerequisites:** Admission to the M.S.N. program and NSG 517. **Credits:** 3

**NSG 632 - Advanced Pathophysiology for Nurse Anesthetists II**

Pathophysiologic disorders with an emphasis on the surgical patient and implications for anesthesia management. **Credits:** 3

**NSG 643 - Advanced Principles of Anesthesia III**

Anesthetic principles associated with specific specialty procedures; management of identified patient groups and patients with special problems. **Credits:** 2

**NSG 644 - Health Care Systems Management in Nursing Administration**

Management principles and applications to health care organizations. **Prerequisites:** Admission to the M.S.N. program. **Credits:** 3

**NSG 645 - Cultural Competence in Nursing Leadership**

Advanced knowledge of Culturally and Linguistically Appropriate Services (CLAS), cultural diversity and managing a diverse workforce. **Prerequisites:** Admission to the M.S.N. program. **Credits:** 2

**NSG 646 - Communication and Leadership in Nursing Administration**

Exploration of nursing leadership. Students will analyze concepts of leadership and professional communication and apply leadership concepts in an administrative setting. **Prerequisites:** Admission to the M.S.N. program. **Credits:** 4

**NSG 647 - Outcomes Measurement in Nursing Leadership**

Knowledge and tools to evaluate programs, initiate quality improvement processes, enhance patient safety initiatives, and employ outcome criteria.

**Prerequisites:** Admission to the M.S. Nursing program. **Credits:** 2

**NSG 648 - Nursing Leadership in Healthcare Organizations**

Theories of organizations, the use of mission and philosophy statements, corporate culture and climate, the institutional environment and the role of the nurse administrator. **Prerequisites:** Admission to the M.S. Nursing program. **Credits:** 3

**NSG 649 - Financial Management in Nursing Leadership**

Concepts of economics and financial management for nurse administrators.

**Prerequisites:** Admission to the M.S. Nursing program. **Credits:** 3

**NSG 650 - Legal and Health Policy Aspects of Nursing Leadership**

Policy and politics in healthcare, working with communities for change, and legal/regulatory aspects of healthcare management. **Prerequisites:** Admission to the M.S. Nursing program. **Credits:** 2

**NSG 651 - Teaching/Learning in Nursing Education**

A thorough examination of teaching and learning theories and applications in nursing education. **Credits:** 3

**NSG 652 - Curriculum Development**

A thorough examination of nursing and education curricula history, development, implementation and future trends. **Credits:** 3

**NSG 653 - Test and Measurement**

Methods and theory of measurement and evaluation as applied in nursing education. **Credits:** 3

**NSG 654 - Nursing Informatics**

Essential applications of healthcare informatics; technologies, nomenclatures and classification systems, health care documentation and, electronic medical records. **Credits:** 3

**NSG 655 - Ethics in Nursing Leadership**

Ethical decisions in health care settings around such issues as: staff rights, professional integrity, confidentiality, healthcare team conflicts, resource utilization, and use of power/authority.

**Prerequisites:** Admission to the M.S. Nursing program. **Credits:** 2

**NSG 656 - Management of Human Resources in Nursing**

Nurse administrator will develop critical knowledge and skills in staffing, staff development and staff management issues. **Prerequisites:** Admission to the M.S. Nursing program. **Credits:** 2

**NSG 671 - Social and Behavioral Health Problems**

Health promotion, assessment, diagnosis, and management of mental health, violence, abuse, addiction and dependency disorders and related nursing, social and systems theories across the lifespan. **Prerequisites:** Admission to the M.S. Nursing program. **Credits:** 3

**NSG 672 - Nurse Anesthesia Review**

Review of the chemistry & physics, pathophysiology, pharmacology, physiology, and management principles associated with anesthesia care.

**Prerequisites:** Permission of instructor. **Credits:** 3

**NSG 673 - Primary Care of Female Adolescents and Women's Health**

Health promotion assessment, diagnosis and management of women's health across the lifespan. **Prerequisites:** NSG 517, NSG 622, NSG 690, and NSG 691. **Corequisites:** NSG 683. **Credits:** 3

**NSG 674 - FNP III: Primary Care of Children and Adolescents**

Health promotion, assessment, diagnosis, and management of common health problems of children and adolescents. **Prerequisites:** NSG 517, NSG 622, NSG 690, and NSG 691. **Corequisites:** NSG 684. **Credits:** 3

**NSG 675 - Primary Care of Adults**

Health promotion, assessment, diagnosis, and clinical management of acute and chronic health problems of adults ages 18-65. **Prerequisites:** NSG 517, NSG 690, and NSG 691. **Corequisites:** NSG 622 and NSG 685. **Credits:** 3

**NSG 679 - Research Project**

Development, implementation, and evaluation of a clinical research project. Emphasis on the new application of ideas rather than original research. S/U grading. **Prerequisites:** Admission to the M.S.N. program, NSG 511, and permission of instructor. **Credits:** 1-2, R6

**NSG 680 - Independent Study**

Independent Study **Prerequisites:** Permission of instructor and admission to graduate program. **Credits:** 1-3, R6  
**NSG 683 - FNP Clinical Management Women's Health Focus**

Precepted clinical management of women's health across the lifespan. S/U grading. **Prerequisites:** NSG 517, NSG 690, and NSG 691. **Corequisites:** NSG 673. **Credits:** 2

**NSG 684 - FNP Clinical Management: Pediatric Focus**

Precepted clinical management of infants, children and adolescents in primary care, focusing on health promotion, disease prevention and management of acute and chronic health problems. S/U grading. **Prerequisites:** NSG 517, NSG 622, NSG 690, and NSG 691. **Corequisites:** NSG 674. **Credits:** 3

**NSG 685 - FNP Clinical Management: Adult Focus**

Precepted primary care, management of adults ages 18-65, including health promotion, disease prevention and treatment of acute and chronic health problems. S/U grading. **Prerequisites:** NSG 517, NSG 690, and NSG 691. **Corequisites:** NSG 622 and NSG 675. **Credits:** 3

**NSG 686 - FNP Clinical Management: Internship**

Precepted clinical synthesis course integrating all of the previous concepts and content of the FNP program. S/U grading. **Prerequisites:** NSG 517, NSG 622, NSG 671, NSG 675, NSG 685, NSG 690, NSG 691, NSG 692, and NSG 784. **Credits:** 3

**NSG 687 - Practicum in Nursing Education**

Guided practice in classroom and clinical instruction. (Requires 120 clock hours). **Credits:** 2

**NSG 688 - Clinical Anesthesia Practicum I**

A practicum in acute care settings and simulation labs with graduated, guided instruction in the management of patients receiving various types of anesthesia. **Prerequisites:** Permission of instructor. **Credits:** 1-4, R11

**NSG 689 - Clinical Anesthesia Practicum II**

A practicum in acute care settings and simulation labs with graduated, guided instruction in the management of patients receiving various types of anesthesia. **Prerequisites:** Permission of instructor. **Credits:** 1-4, R12

**NSG 690 - Advanced Health/Physical Assessment and Diagnostics**

Comprehensive advanced health and physical assessment and diagnostics for the advanced practice nurse.

**Prerequisites:** Admission to the M.S.N. program or permission of instructor.

**Corequisites:** NSG 517 and NSG 691.

**Credits:** 3

**NSG 691 - FNP Applied Advanced Physical Assessment & Diagnostics**

Application of advanced health and physical assessment skills with utilization and integration of diagnostics in simulated advanced practice environment. **Prerequisites:** Admission to the MSN-FNP program.

**Corequisites:** NSG 690. **Credits:** 3

**NSG 692 - Primary Care of Geriatric Clients**

Physiological and psychological changes of aging, health promotion, diagnosis and management of common and selected health problems in geriatric clients. **Prerequisites:** NSG 517, NSG 622, NSG 671, NSG 673, NSG 675, NSG 683, NSG 685, NSG 690, and NSG 691. **Corequisites:** NSG 784. **Credits:** 3

**NSG 694 - FNP Primary Care Seminar**

History, role development and practice issues for the Family Nurse Practitioner. **Prerequisites:** NSG 517, NSG 622, NSG 671, NSG 675, NSG 685, NSG 690, NSG 691, NSG 692, and NSG 784. **Credits:** 3

**NSG 699 - Thesis**

Design, implementation, and evaluation of a clinically related study. Emphasis on application of new ideas. Oral defense required. S/U grading.

**Prerequisites:** Admission to the M.S.N. program and permission of instructor.

**Credits:** 1-3, R6

**NSG 783 - Practicum in Nursing Leadership**

Guided practice in nursing leadership and administration. 3 hours practicum - 180 contact hours. **Prerequisites:** Permission of instructor. **Credits:** 3

**NSG 784 - FNP Clinical Management: Geriatric Focus**

Precepted clinical management of geriatric clients for promotion of health, disease prevention, diagnosis and management of acute and chronic health problems in various clinical settings.

**Prerequisites:** NSG 517, NSG 622, NSG 671, NSG 673, NSG 675, NSG

683, NSG 685, NSG 690, and NSG 691.

**Corequisites:** NSG 692. **Credits:** 3

**NSG 800 - Professional Aspects of Nurse Anesthesia Practice**

This course presents a series of topics directly related to the professional discipline of nurse anesthesia including health and wellness, continuing education, business models, cultural awareness and diversity, ethical, legal, and policy issues. **Credits:** 3

**NSG 801 - Essentials of Academic Writing**

Graduate programs require extensive high-quality academic writing. Successful graduate students must be able to effectively express their thoughts and ideas in writing, and should develop the ability to evaluate their own and others writing for strengths and weaknesses. Graduate work should also feature exceptional attention to good mechanics and source documentation; failure in these areas weakens the written work. This course offers an introduction to the art of academic discourse that will prepare students for graduate-level writing assignments, including research papers, theses, and DNP projects. **Credits:** 1

**NSG 802 - Community Epidemiology**

Principles and methods of epidemiology including models of health, illness and disease; modes of transmission; risk factors and chronic disease; and paradigms of health promotion and disease prevention. **Credits:** 3

**NSG 803 - Medical Humanities**

Most explorations of medicine and culture address certain "truths" or "themes" that are present in medicine. In this course we presume that medicine and/or health are constituted by a set of interrelated narratives that function as etiology and diagnosis-- as explanations of what medicine was, is, and should be. The purpose of this course is to examine some of these "themes" and/or "narratives" that are commonplace in medicine and use them as a way of understanding both the human experience within the complex healthcare system, and personal journeys through health, illness, and/or death. **Credits:** 3

**NSG 804 - Primary Care of Adults**

Health promotion, assessment, diagnosis, and clinical management of acute and chronic health problems of

adults ages 18-65. **Prerequisites:** NSG 811, NSG 812, and NSG 819. **Credits:** 3

**NSG 805 - Primary Care of Female Adolescents and Women**

Health promotion, assessment, diagnosis, and management of women's health across the lifespan.

**Prerequisites:** NSG 804, NSG 811, NSG 812, NSG 813, NSG 819, and NSG 820. **Corequisites:** NSG 821. **Credits:** 3

**NSG 806 - Primary Care of Geriatric Clients**

Physiological and psychological changes of aging, health promotion, diagnosis and management of common and selected health problems in geriatric clients. **Prerequisites:** NSG 811, NSG 812, NSG 813, and NSG 819.

**Corequisites:** NSG 824. **Credits:** 3

**NSG 807 - Primary Care of Children and Adolescents**

Health promotion, assessment, diagnosis, and management of common health problems of children and adolescents and selected episodic health problems across the lifespan.

**Prerequisites:** NSG 811, NSG 812, and NSG 819. **Credits:** 3

**NSG 808 - Foundational Science for Nurse Anesthesia**

Applied sciences course that introduces the basic principles of chemistry, physics and neuroscience and the integration of these principles into the practice of nurse anesthesia. **Prerequisites:** Admission to the Nurse Anesthesia Program. **Credits:** 2

**NSG 809 - Social and Behavioral Health Problems**

Health promotion, assessment, diagnosis, and management of mental health, violence, abuse, addiction and dependency disorders and related nursing, social and systems theories across the lifespan. This course provides students with the foundation needed to manage client health problems related to violence and abuse, addiction and dependency, and mental health problems that are commonly encountered in the practice of primary care nursing. This foundation is necessary for preventive interventions and clinical management of these disorders whether they present as the primary concern or in combination with other health problems.

**Prerequisites:** Admission to D.N.P. Family Nurse Practitioner Program. **Credits:** 3

**NSG 810 - Advanced Physical Assessment and Diagnosis**

Clinical evaluation, physical assessment and diagnosis for the nurse anesthetist.

**Prerequisites:** Admission to the Nurse Anesthesia Program. **Credits:** 3

**NSG 811 - Advanced Pathophysiology for Nurse Practitioners**

Pathophysiology at the cellular, tissue, and system levels. Students are introduced to the study of concepts and principles of pathophysiology, which are part of the essential knowledge base required for advanced practice nursing.

Pathophysiology is studied in the context of clinical application and its relevance to diagnostic reasoning and understanding disease and healing processes. **Prerequisites:** Admission to D.N.P. Family Nurse Practitioner Program. **Credits:** 3

**NSG 812 - Advanced Health Physical Assessment and Diagnostics**

Comprehensive advanced health and physical assessment and diagnostics for the advanced practice nurse (APN). This course is designed to build upon cognitive and assessment skills developed previously in a basic comprehensive physical assessment course. The course incorporates advanced assessment techniques, principles of diagnostic reasoning, critical thinking, and cultural sensitivity in order to assess the health states of adults & children. **Prerequisites:** Admission to DNP Family Nurse Practitioner Program. **Credits:** 3

**NSG 813 - Advanced Applied Health Assessment and Diagnostics**

Application of advanced health and physical assessment skills with utilization and integration of diagnostics in a simulated advanced practice environment. **Prerequisites:** Admission to DNP Family Nurse Practitioner Program. **Credits:** 3

**NSG 814 - Foundations and Applications of Evidence-Based Practice**

This course will overview models of Evidence Based Practice including theories and methods of translational research. **Credits:** 3

**NSG 815 - Healthcare Program Evaluation and Quality**

This is an evaluation research course in healthcare settings. Emphasis is on conceptual, methodological, organizational, political, and ethical

considerations in evaluating programs. **Credits:** 3

**NSG 816 - Global Health and Social Justice**

An interdisciplinary human rights and social justice perspective of contemporary issues, problems and controversies that effect social, economic, political and environmental global health. **Credits:** 3

**NSG 817 - Applied Biostatistics**

This course emphasizes statistical literacy and develops critical statistical thinking. Students analyze data sets and communicate statistical results in a concise, cohesive and readable manner. **Credits:** 3

**NSG 818 - Leadership and Project Planning**

An introduction to advanced leadership theories to facilitate management of clinical projects. **Credits:** 3

**NSG 819 - Advanced Pharmacology for Nurse Practitioners**

Pharmacokinetics and pharmacodynamics. Pharmacology and pharmacotherapeutics of drug groups, special populations, and patient/client considerations. **Prerequisites:** Admission to DNP Family Nurse Practitioner Program. **Credits:** 3

**NSG 820 - FNP Clinical Management: Adult Focus**

Precepted primary care management of adults ages 18-65, including health promotion, disease prevention and treatment of acute and chronic health problems. **Prerequisites:** NSG 811, NSG 812, and NSG 819. **Credits:** 3

**NSG 821 - FNP Clinical Management: Women's Health Focus**

Precepted clinical management of women's health across the lifespan. **Prerequisites:** NSG 804, NSG 811, NSG 812, NSG 813, NSG 819, and NSG 820. **Corequisites:** NSG 805. **Credits:** 3

**NSG 822 - Health Care Policy and Ethics**

The course examines healthcare policy development strategies including the analysis of variables impacting policy implementation (e.g. politics and ethics). **Credits:** 3

**NSG 823 - Economic and Financial Aspects of Healthcare Systems**

Study of financial and business factors related to health care delivery systems and advanced practice nursing. **Credits:** 3

**NSG 824 - FNP Clinical****Management: Geriatric Focus**

Precepted clinical management of geriatric clients for promotion of health, disease prevention, diagnosis and management of acute and chronic health problems in various clinical settings.

**Prerequisites:** NSG 811, NSG 812, NSG 813, and NSG 819. **Corequisites:** NSG 806. **Credits:** 3

**NSG 825 - FNP Clinical****Management Pediatric Focus**

Clinical management of infants, children and adolescents in primary care focusing on health promotion, disease prevention, and management of acute and chronic health problems. **Prerequisites:** NSG 811, NSG 812, and NSG 819. **Credits:** 3

**NSG 826 - Leadership and Health****Care Systems**

Examine challenges, and political issues impacting leadership strategies for organizational design to promote communication, collaboration, conflict management, power sharing and innovation. **Credits:** 3

**NSG 827 - Communication and Technology for Transforming Healthcare**

Exploration of current theories and practices in information systems and health communication and development of innovative strategies for using emerging information and communication technologies in patient care and inter-professional collaboration. **Credits:** 3

**NSG 828 - FNP Clinical****Management: Primary Care**

Precepted clinical synthesis course integrating all of the previous concepts and content of the FNP program.

**Prerequisites:** NSG 804, NSG 805, NSG 806, NSG 807, NSG 809, NSG 811, NSG 812, NSG 813, NSG 819, NSG 820, NSG 821, NSG 824, and NSG 825. **Credits:** 4

**NSG 829 - FNP Professional Practice in Primary Care**

History, role development and practice issues for the Family Nurse Practitioner.

**Prerequisites:** Admission to D.N.P. Family Nurse Practitioner Program. **Credits:** 3

**NSG 830 - Advanced Physiology for Nurse Anesthetists**

Cardiovascular, respiratory, renal, neurological, hematological, and cellular physiology, with particular emphasis on how these systems relate to anesthesia management. **Credits:** 3

**NSG 831 - Advanced Pathophysiology for Nurse Anesthetists I**

Pathophysiologic disorders with emphasis on the surgical patient and implications for safe anesthesia management. **Credits:** 3

**NSG 832 - Advanced Pathophysiology for Nurse Anesthetists II**

Pathophysiologic disorders with emphasis on the surgical patient and implications for safe anesthesia management. **Credits:** 3

**NSG 833 - Foundations for Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice**

This course is designed to examine factors unique to transitioning to the role of the advanced Psychiatric Mental Health Nurse Practitioner (PMHNP). Content emphasizes the scope of practice of the PMHNP, professional practice issues, health care trends, legislation, and policy. This course outlines the theoretical basis for the competencies of the PMHNP. Content is examined in relation to the PMHNP role in patient-centered psychiatric care and health management across the lifespan. This course introduces concepts related to development of collaborative, partnerships among patients, families, and interdisciplinary teams. Additionally, this course is designed to increase knowledge related to understanding of emotional intelligence as it relates to unique concepts associated with advanced practice psychiatric nursing and effective leadership. **Prerequisites:** Admission to D.N.P. Family Nurse Practitioner Program. **Credits:** 3

**NSG 834 - Advanced Applied Health Assessment and Promotion**

This course includes 60 hours of clinical in a primary family practice care setting, with a lifespan focus. Advanced health assessment skills will be applied perform health maintenance exams and assess healthy patients as well as those with a variety of illnesses ranging from children to older adults. This course will explore the patient centered holistic evaluation using evidence from the biopsychosocial, public health, nursing, medical and organizational sciences. **Prerequisites:** NSG 833. **Corequisites:** NSG 812. **Credits:** 2

**NSG 835 - Neurophysiology and Genomics Relevant to Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice**

This course advances knowledge established in the pathophysiology course, by exploring neuroanatomy and neurophysiology related to psychiatric disorders across the lifespan. This course explores molecular mechanisms related to the functions of the central nervous system, sensory processes, memory, and physiological effects on normal and abnormal human behavior. Additionally, genetic and environmental factors related to psychiatric disorders are reviewed. Content will discuss the major biological theories and concepts of selected psychiatric disorders.

**Prerequisites:** NSG 833. **Corequisites:** NSG 836. **Credits:** 3

**NSG 836 - Advanced Psychiatric Mental Health Assessment and Diagnostic Reasoning Across the Lifespan**

This purpose of this course is to develop knowledge related to theoretical concepts, principles, research, and clinical application associated with advanced psychiatric mental health assessment and diagnostic reasoning across the lifespan. Emphasis is placed on consideration of biopsychosocial factors in addition to integrating knowledge related to, pathophysiology, neuroanatomy and neurophysiology. A focus of this course is to acquire knowledge and to develop advanced psychiatric mental health assessment and diagnostic reasoning skills across the lifespan related to acute, chronic, common, and complex mental health disorders. A patient centered approach is considered within the biopsychosocial model of case formulation development. **Prerequisites:** NSG 812 and NSG 834. **Corequisites:** NSG 835. **Credits:** 3

**NSG 837 - Psychopharmacology for Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice**

This course builds upon the fundamental concepts developed in the advanced pharmacology course and is designed to increase knowledge related to pharmacological treatment and management of patients with psychiatric disorders across the life span. This course integrates knowledge developed in the pathophysiology course in addition to concepts related to

neuroanatomy and neurophysiology to enhance understanding and clinical application of pharmacological treatment and management. Best evidence based practice concepts are explored as they relate to selecting pharmacological treatment. Emphasis is placed on patient centered holistic care concepts with consideration of biopsychosocial factors, patient preference, and safety. Outcome management and monitoring will be examined with consideration of short and long term pharmacological management. **Prerequisites:**

Completion of, or concurrent enrollment in both NSG 835 and NSG 836. **Credits:** 3

### **NSG 838 - Psychiatric Therapies for the Psychiatric Mental Health Nurse Practitioner (PMHNP)**

This purpose of this course is to develop knowledge related to the theory and principles associated with psychiatric therapies for psychiatric mental health nurse practitioner practice across the lifespan. Emphasis is placed on consideration of biopsychosocial factors in addition to integrating knowledge related to, pathophysiology, neuroanatomy and neurophysiology. A focus of this course is to acquire knowledge and to develop advanced practice skills associated with psychiatric therapies. The importance of patient centered holistic care concepts are reviewed with consideration individual, family, and group therapy modalities. Outcome management and monitoring will be examined with consideration of short term and long term health care management. Essential concepts of health promotion and illness prevention are reviewed, as they relate to psychiatric therapies. Selection of evidence based therapeutic interventions, complimentary interventions, and referrals are examined within the framework of PMHNP practice and collaborative interdisciplinary care services. **Prerequisites:** NSG 837.

**Corequisites:** NSG 839. **Credits:** 3  
**NSG 839 - Clinical Application: Psychiatric Therapies for the Psychiatric Mental Health Nurse Practitioner (PMHNP)**

This clinical course is designed to provide a supervised practicum experience in the role of the PMHNP, with an emphasis on the application of psychiatric therapies for psychiatric mental health nurse practitioner practice

across the lifespan. The focus of this clinical course is to demonstrate knowledge, skills, and experience patient centered holistic care concepts and consideration of biopsychosocial factors, patient preference, legal factors, ethical factors, and safety related to the implementation of psychiatric therapies. Students are expected to implement evidence-based evaluation and treatment approaches and apply theories related to therapeutic interventions. Student will incorporate reflective practice to enhance understanding of self within the therapeutic role. **Prerequisites:** NSG 837. **Corequisites:** NSG 838. **Credits:** 2

### **NSG 840 - Basic Principles of Anesthesia**

Basic principles of preoperative patient assessment, anesthesia planning, operating room preparation, interpretation of pertinent patient findings, and required documentation for safe anesthesia management. **Credits:** 3

### **NSG 841 - Advanced Principles of Anesthesia I**

Anesthetic principles associated with specific specialty procedures; management of identified patient groups and patients with special problems. **Credits:** 3

### **NSG 842 - Advanced Principles of Anesthesia II**

Anesthetic principles associated with specific specialty procedures; management of identified patient groups and patients with special problems. **Credits:** 3

### **NSG 843 - Advanced Principles of Anesthesia III**

Anesthetic principles associated with specific specialty procedures and management of identified patient groups and patients with special problems. **Credits:** 3

### **NSG 844 - Evidence-based Management of Adults and Older Adults with Mental Health Disorders**

The purpose of this course is to develop knowledge related to the theory and principles associated with comprehensive psychiatric assessment and management of adults and older adults. Emphasis is placed on consideration of biopsychosocial factors in addition to integrating knowledge related to, pathophysiology, neuroanatomy and neurophysiology. A focus of this course is to acquire knowledge and to develop advanced

practice skills associated with diagnostic reasoning and evidenced based treatment of adults and older adults with acute, chronic, common and complex mental health disorders. The importance of patient centered holistic care concepts are reviewed with consideration pharmacological and therapeutic interventions in deliberation of biopsychosocial factors, patient preference, and safety. Outcome management and monitoring will be examined with consideration of short term and long term health care management. Essential concepts of health promotion and illness prevention are reviewed in relation adult and older adult health. Selection of evidence based therapeutic interventions, pharmacological management, complimentary interventions, and referrals are examined within the framework of PMHNP practice and collaborative interdisciplinary care services. **Prerequisites:** NSG 837.

### **Corequisites:** NSG 845. **Credits:** 3 **NSG 845 - Clinical Application: Evidence-based Management of Adults and Older Adults with Mental Health Disorders**

This clinical course is designed to provide a supervised practicum experience in the role of the PMHNP, with an emphasis on clinical assessment and management of adults and older adults. The focus of this clinical course is to demonstrate knowledge, skills, and experience patient centered holistic care concepts with consideration of biopsychosocial factors, patient preference, legal factors, ethical factors, and safety related to assessment and management of adults and older adults with common and complex mental health disorders. Students are expected to implement evidence-based evaluation and treatment approaches and apply theories related to therapeutic interventions. **Prerequisites:** NSG 837.

### **Corequisites:** NSG 844. **Credits:** 3 **NSG 846 - Evidence-based Management of Children and Adolescents with Mental Health Disorders**

The purpose of this course is to develop knowledge related to the theory and principles associated with comprehensive psychiatric assessment and management of children and adolescents. Emphasis is placed on consideration of biopsychosocial factors

in addition to integrating knowledge related to, pathophysiology, neuroanatomy, and neurophysiology. A focus of this course is to acquire knowledge and to develop advanced practice skills associated with diagnostic reasoning and evidenced based treatment of children, adolescents, and families with acute, chronic, common, and complex mental health disorders. The importance of patient centered holistic care concepts are reviewed with consideration pharmacological and therapeutic interventions in deliberation of biopsychosocial factors, patient preference, and safety. Outcome management and monitoring will be examined with consideration of short term and long term health care management. Essential concepts of health promotion and illness prevention are reviewed in relation to child and adolescent health. Selection of evidence based therapeutic interventions, pharmacological management, complimentary interventions, and referrals are examined within the framework of PMH NP practice and collaborative interdisciplinary care services. **Prerequisites:** NSG 837. **Corequisites:** NSG 847. **Credits:** 3

**NSG 847 - Clinical Application: Evidence-based Management of Children and Adolescents with Mental Health Disorders**

This clinical course is designed to provide a supervised practicum experience in the role of the PMH NP, with an emphasis on clinical assessment and management of children and adolescents. The focus of this clinical course is to demonstrate knowledge, skills, and experience patient centered holistic care concepts with consideration of biopsychosocial factors, patient preference, legal factors, ethical factors, and safety related to assessment and management of children and adolescents with common and complex mental health disorders. Students are expected to implement evidence-based evaluation and treatment approaches and apply theories related to therapeutic interventions. **Prerequisites:** NSG 837. **Corequisites:** NSG 846. **Credits:** 3

**NSG 848 - Rural Practice Development, and Psychiatric Care of Culturally Diverse Populations**

This course is designed to examine concepts unique to psychiatric

assessment and management of rural populations and to examine concepts related to health care disparities. This course explores the psychiatric and mental health risk factors, behaviors, and diagnosis unique to rural and underserved populations and across the lifespan. Emphasis is place interdisciplinary partnerships and collaborative care in addition to expanded access to care including telehealth services. Current evidence based research is explored related to the identification and application of health promotion and disease prevention interventions within diverse populations. **Prerequisites:** NSG 822 and the completion of, or concurrent enrollment in NSG 837. **Credits:** 3

**NSG 861 - Advanced Anesthesia Pharmacology I**

Pharmacologic effects, drug-receptor site interactions, structure activity relationships, therapeutic uses and adverse effects of agents used in the perioperative period. **Credits:** 4

**NSG 862 - Advanced Anesthesia Pharmacology II**

Drug mechanisms, pharmacologic effects, drug-receptor site interactions, structure activity relationships, therapeutic uses and adverse effects of agents used in the perioperative period. **Credits:** 3

**NSG 880 - Independent Study**

Independent study allows the student an opportunity to explore a program related topic independent of the standard curriculum and expand their knowledge on a special topic. The topic and content must be mutually agreed upon by the course instructor and student. **Credits:** 1-3

**NSG 883 - Clinical Residency and Project Development I**

First of four courses resulting in a scholarly DNP project. Students negotiate learning objectives with the course instructor for the practicum. Requires 120 clinical hours. **Credits:** 2

**NSG 884 - Clinical Residency and Project Development II**

Course builds on Clinical Residency and Project Development I with a focus on project planning and translation of new knowledge into practice, Requires 120 clinical hours. **Prerequisites:** NSG 883. **Credits:** 2

**NSG 885 - Clinical Residency and Project Development III**

Course builds upon Clinical Residency and Project Development I and II. The student implements the clinical project in the practice setting. Requires 180 clinical hours. **Prerequisites:** NSG 884, approval of IRB to proceed with DNP project, and Doctoral Candidacy. **Credits:** 3

**NSG 886 - Clinical Residency and Project Development IV**

Culmination of Clinical Residency and Project Development I, II, and III. Evaluates the outcomes and impacts of the project and disseminates the findings. Requires 120 clinical hours. **Prerequisites:** NSG 885. **Credits:** 2

**NSG 887 - Advanced Clinical Practicum Elective**

NSG 887 is an Advanced Clinical Practicum course elective designed to offer additional clinical opportunities to students who may require additional supervised DNP Clinical Hours towards degree completion. **Prerequisites:** Permission of instructor. **Credits:** 1-4 Variable

**NSG 888 - Nurse Anesthesia Review**

Review of the chemistry and physics, physiology, pathophysiology, pharmacology, and management principles associated with anesthesia care. **Credits:** 2

**NSG 893 - Special Topics**

Special Topics Course to be use when the program plans to offer a special topics course. **Credits:** 3

**NSG 901 - Clinical Anesthesia Practicum/Seminar I**

A practicum in acute care settings and simulation labs with graduated, guided instruction in the management of patients receiving various types of anesthesia. One-hour Clinical Anesthesia Seminar per week with case presentations including journal reviews. **Credits:** 2

**NSG 902 - Clinical Anesthesia Practicum/Seminar II**

A practicum in acute care settings and simulation labs with graduated, guided instruction in the management of patients receiving various types of anesthesia. One-hour Clinical Anesthesia Seminar per week with case presentations including journal reviews. **Credits:** 2

**NSG 903 - Clinical Anesthesia Practicum/Seminar III**

A practicum in acute care settings and simulation labs with graduated, guided



instruction in the management of patients receiving various types of anesthesia. One-hour Clinical Anesthesia Seminar per week with case presentations including journal reviews.

**Credits:** 3

**NSG 904 - Clinical Anesthesia Practicum/Seminar IV**

A practicum in acute care settings and simulation labs with graduated, guided instruction in the management of patients receiving various types of anesthesia. One-hour Clinical Anesthesia Seminar per week with case presentations including journal reviews.

**Credits:** 4

**NSG 905 - Clinical Anesthesia Practicum/Seminar V**

A practicum in acute care settings and simulation labs with graduated, guided instruction in the management of patients receiving various types of anesthesia. One-hour Clinical Anesthesia Seminar per week with case presentations including journal reviews.

**Credits:** 4

**NSG 906 - Clinical Anesthesia Practicum/Seminar VI**

A practicum in acute care settings and simulation labs with graduated, guided instruction in the management of patients receiving various types of anesthesia. One-hour Clinical Anesthesia Seminar per week with case presentations including journal reviews.

**Credits:** 4

**NSG 907 - Clinical Anesthesia Practicum**

A practicum in acute care settings and simulation labs with graduated, guided instruction in the management of patients receiving various types of anesthesia. **Credits:** 4

**NSG 908 - Integrative Health Promotion & Holistic Disease Management**

Students are introduced to health promotion strategies and evidence-based approaches to integrated health care. The most common physical and mental health issues will be focused upon. Strategies to safely and effectively address the symptoms of the individual will be reviewed taking into account personal preferences, cultural beliefs and financial constraints. **Prerequisites:** NSG 811, NSG 812, and NSG 819.

**Credits:** 3

**NSG 909 - Primary Care Office Procedures**

The purpose of this course is to enhance advanced nurse practitioner skills in performing primary care office procedures. The most common procedures utilized in the primary care setting will be introduced; indications and contraindications for both invasive and non-invasive office procedures will be examined. Students will have an opportunity to practice in a lab setting. **Prerequisites:** NSG 811, NSG 812, and NSG 819. **Credits:** 3

**NSG 910 - Expanded Advanced Clinical Practice for FNP**

Students will complete 240 practicum hours to acquire advanced knowledge in the management of advanced diseases. This course is designed to augment the clinical learning experience through exposure to specialty practice sites. Students will synthesize and apply advanced practice knowledge in a clinical setting. **Prerequisites:** NSG 804, NSG 805, NSG 806, NSG 807, NSG 809, NSG 811, NSG 812, NSG 813, NSG 819, NSG 820, NSG 821, NSG 824, NSG 825, NSG 828, NSG 908, and NSG 909. **Credits:** 6

**NSG 911 - Evidenced Based Management of Complex Mental Health and Substance Use Disorders Across the Lifespan**

The purpose of this course is to develop knowledge related to the theory and principles associated with comprehensive psychiatric assessment and management of complex mental health and substance use disorders across the lifespan. Emphasis is placed on consideration of biopsychosocial factors in addition to integrating knowledge related to, pathophysiology, neuroanatomy, and neurophysiology. A focus of this course is to acquire knowledge and to develop advanced practice skills associated with diagnostic reasoning and evidenced based treatment of patients with complex mental health and substance use disorders. The importance of patient centered holistic care concepts are reviewed with consideration pharmacological and therapeutic interventions in deliberation of biopsychosocial factors, patient preference, and safety. Outcome management and monitoring will be examined with consideration of short term and long term health care management. Essential concepts of health promotion and illness prevention are reviewed. Selection of evidence

based therapeutic interventions, pharmacological management, complimentary interventions, and referrals are examined within the framework of PMHNP practice and collaborative interdisciplinary care services. **Prerequisites:** NSG 838, NSG 839, NSG 844, NSG 845, NSG 846, NSG 847, and NSG 848. **Credits:** 3

**NSG 912 - Clinical Application: Evidenced Based Management of Complex Mental Health and Substance Use Disorders Across the Life Span**

This clinical course is designed to provide a supervised practicum experience in the role of the PMHNP, with an emphasis on clinical assessment and management of patients with complex mental health and substance use disorders. The focus of this clinical course is to demonstrate knowledge, skills, and experience patient centered holistic care concepts in consideration of biopsychosocial factors, patient preference, legal factors, ethical factors, and safety related to assessment and management of patients with complex and chronic mental health and substance use disorders. Students are expected to implement evidence-based evaluation and treatment approaches and apply theories related to therapeutic interventions. **Prerequisites:** NSG 838, NSG 839, NSG 844, NSG 845, NSG 846, NSG 847, and NSG 848. **Credits:** 3

**NSG 913 - DNP Clinical Residency**

This course provides clinical practice hours for the PMHNP DNP student to apply the knowledge and skills learned in the program to a practice setting, and refine psychiatric-mental health nurse practitioner competencies. The practice setting will depend on the individual student interest and career goals. A key expectation of this focused clinical residency experience is to apply the DNP role. During this experience, the student will critically assess a practice problem, plan, intervene, and evaluate patient focused outcomes and systems of health care delivery. Clinical experience may occur in a range of mental healthcare settings and may include a combination of therapeutic interventions, medication management, case management/psycho-education, and clinical leadership. **Prerequisites:** NSG 814, NSG 823, NSG 822, NSG 844, NSG 845, NSG 846, NSG 847, NSG 848, and the completion of, or

concurrent enrollment in NSG 826.

**Credits:** 1-4, R8

### **NSG 916 - DNP Scholarly Project**

This project course will be continued sequentially to develop, implement, evaluate, and translate evidence based research to clinical practice based on data results. Project findings will provide a foundation for future scholarly practice by emphasizing integration of advanced leadership strategies to improve healthcare outcomes. **Prerequisites:** Admission to BSN-DNP Program.

**Credits:** 1-2, R6

### **NSG 917 - DNP Project and Practicum**

This course is a sequential practicum and project course is part of the MSN-DNP curriculum. Students will complete a DNP Scholarly Project during their practicums. The DNP Scholarly Project brings together the practice and scholarship aspects of the Doctor of Nursing Practice degree that involves the systematic application of existing research/evidence in the planning, development, implementation and evaluation of a systems level practice change to improve health care outcomes. It is designed to address complex practice issues that affect groups of patients, health care organizations, or health care systems while utilizing informatics, technology, and indepth knowledge of the clinical and behavioral sciences culminating in a scholarly public defense and dissemination of project outcomes to appropriate audience(s). The DNP Scholarly Project requires students to demonstrate expert practice, the use of evidence-based practice, translational research, and use of skills necessary to lead interdisciplinary teams to improve patient/client outcomes and health status individually, organizationally, or within a community. Students may complete the required 500 practicum hours in a private practice, clinic, inpatient unit, hospital system, or other institution or community. These hours will contribute to the components of assessment, planning, implementation, and evaluation of outcomes of the DNP Scholarly Project. **Prerequisites:** Admission to Post Masters DNP Program. **Credits:** 3, R9

### **NSG 991 - DNP Project Development I**

The first offering of a five course series that results in a scholarly DNP project.

Students negotiate learning objectives with the course instructor for the practicum. **Credits:** 1

### **NSG 992 - DNP Project Development II**

This course builds on DNP Project Development I with a focus on project planning and translation of new knowledge into practice. **Credits:** 1

### **NSG 993 - DNP Project Development III**

This course builds upon knowledge gained in DNP Project Development I and II. The student implements the clinical project in the practice setting. **Credits:** 1

### **NSG 994 - DNP Project Development IV**

This course builds upon knowledge gained in DNP Project Development I, II, and III. The student implements the clinical project in the practice setting. **Credits:** 2

### **NSG 995 - DNP Project Development V**

Culmination of Clinical Residency and Project Development I, II, III and IV. The DNP student evaluates the outcomes and impact of the project and disseminates the findings. **Credits:** 1

## **Nutrition and Dietetics**

### **ND 541 - Nutritional Biochemistry**

Normal nutrition in relation to biochemical and physiological functioning of macronutrients and their interrelationships. **Prerequisites:** Admission to the MHS-ND concentration. **Credits:** 3

### **ND 633 - Public Health Nutrition**

Provide an understanding of the role nutrition plays in improving the quality of life with emphasis placed on relationships between research and nutrition recommendations. **Prerequisites:** Permission of instructor. **Credits:** 3

### **ND 637 - Advanced Medical Nutrition Therapy**

Physiological and metabolic basis for dietary modification in the treatment of disease. **Prerequisites:** Admission to the MHS-ND concentration. **Credits:** 3

### **ND 672 - Orientation to Administrative Dietetics**

Expansion of knowledge: skills through a variety of instructional methods that contribute to the acquisition of required competencies and professional attributes for administrative dietetic practice. **Corequisites:** ND 682. **Credits:** 1

### **ND 673 - Orientation to Community Nutrition**

Expansion of knowledge: skills through a variety of instructional methods that contribute to the acquisition of required competencies and professional attributes for community nutrition practice. **Corequisites:** ND 683. **Credits:** 1

### **ND 681 - Practicum in Clinical Dietetics**

Supervised on-site experience in clinical dietetics. **Prerequisites:** Admission to the MHS-ND concentration. **Credits:** 2

### **ND 682 - Practicum in Administrative Dietetics**

Supervised on-site experiences in administrative dietetics. **Prerequisites:** Admission to the MHS-ND concentration. **Credits:** 2

### **ND 683 - Practicum in Community Dietetics**

Supervised on-site experiences in community dietetics. **Prerequisites:** Admission to the MHS-ND concentration. **Credits:** 2

## **Philosophy and Religion**

### **PAR 593 - Topics in Philosophy and Religion**

Topics in Philosophy and Religion. **Prerequisites:** Permission of department head. **Credits:** 1-3, R6

## **Physical Therapy**

### **PT 680 - Directed Independent Study**

Independent study in interdisciplinary or discipline specific issues and/or clinical practice with goals, methods, and expected outcomes negotiated in advance with an individual faculty member. S/U grading. **Prerequisites:** Approval of the PT faculty. **Credits:** 1-3, R3

### **PT 811 - Introduction to Clinical Care**

Patient care skills: documentation, patient education, communication, body mechanics, vital signs, infection control, positioning and draping, transfers, assisted gait, wheelchairs, basic exercise. **Prerequisites:** Admission to the Physical Therapy Program. **Credits:** 2

### **PT 812 - Physical Therapy Interventions**

Theory, principles, and applications of therapeutic interventions as part of physical therapy client management for various health conditions. **Prerequisites:** Successful completion of all prior coursework in the DPT program. **Credits:** 4

**PT 813 - PT Science III**

Comprehensive study of physical agents and electrotherapeutic applications as applied to physical therapy management of various conditions; overview of physical therapy services in acute care environment. **Prerequisites:** Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum. **Credits:** 2

**PT 814 - Care of Select Populations**

Comprehensive study of conditions commonly requiring physical therapy management including wound care, amputated limbs, rheumatology, women's health, and urinary incontinence. **Prerequisites:** Successful completion of all prior coursework in the DPT program. **Credits:** 3

**PT 815 - Health Screening and Diagnostics**

Introductory principles of screening for a variety of health conditions including more serious medical conditions outside of the scope of physical therapy practice and screening for individual health, wellness, and lifestyle practices, along with diagnostic issues and diagnostic imaging as applied to physical therapy practice. **Credits:** 3

**PT 816 - Medical Screening, Diagnostics, and Pharmacology II**

Advanced principals of medical screening, pharmacology and diagnostic imaging as applied to physical therapy practice. **Prerequisites:** Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum. **Credits:** 1

**PT 817 - Movement System Examination I**

Introduction to essential movement system screening and examination techniques that form the foundation of physical therapy practice, emphasizing developing knowledge and clinical decision-making skills related to tests and measures performed during clinical examination for a broad spectrum of health conditions within the musculoskeletal, neuromuscular, integumentary, and cardiopulmonary realms. **Credits:** 2

**PT 818 - Movement System Examination II**

Continued introduction to essential movement system screening and examination techniques that form the

foundation of physical therapy practice, emphasizing developing knowledge and clinical decision-making skills related to tests and measures performed during clinical examination for a broad spectrum of health conditions within the musculoskeletal, neuromuscular, integumentary, and cardiopulmonary realms. **Credits:** 2

**PT 821 - Clinical Anatomy I**

Advanced study of the upper body to include the musculoskeletal, cardiopulmonary, integumentary, nervous, and circulatory systems as well as abdominal structures. **Prerequisites:** Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum. **Credits:** 3

**PT 822 - Clinical Anatomy II**

Advanced study of the lower body to include the musculoskeletal, integumentary, nervous, and circulatory systems. **Prerequisites:** Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum. **Credits:** 2 SH

**PT 823 - Movement Science I**

Physiology and biomechanics of the musculoskeletal system, including normal and abnormal movements of the upper quarter including the upper extremities and cervical and thoracic regions. **Prerequisites:** Admission to the Physical Therapy Program. **Credits:** 3

**PT 824 - Movement Science II**

Functional anatomy and clinical biomechanics of the human body including normal and abnormal movements of the lower quarter including the lumbopelvic region, lower extremity, gait, and posture. **Prerequisites:** Successful completion of all prior coursework in the DPT program. **Credits:** 3

**PT 825 - Clinical Biomechanics III**

Clinical biomechanics of normal and pathological human gait. **Prerequisites:** Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum. **Credits:** 3

**PT 826 - Cardiovascular and Pulmonary Physical Therapy**

Integration of knowledge from medical and physical therapy sciences to perform physical therapy examination, evaluation and intervention for patients with cardiovascular and/or pulmonary dysfunction (2 Lecture, 2 Lab).

**Prerequisites:** Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum. **Credits:** 3

**PT 827 - Human Growth and Development**

Foundations of pediatric physical therapy practice in family-centered model; focus on normal/abnormal human growth and development; assessment and standardized testing; practice in educational environments; and intervention for cardiovascular/pulmonary conditions.

**Prerequisites:** Successful completion of all prior coursework in the DPT program. **Credits:** 2

**PT 831 - Exercise Physiology**

Study of the structure, function, and adaptability of the neuromuscular, cardiopulmonary, and endocrine systems as they pertain to muscle function.

**Prerequisites:** Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum. **Credits:** 3 SH

**PT 832 - Applied Pathophysiology**

Pathophysiology of the human body at the cellular, tissue, organ, and system levels with emphasis on implications for physical therapy examination and intervention. **Prerequisites:** Successful completion of all prior coursework in the DPT program. **Credits:** 3

**PT 835 - Administration & Management of Physical Therapy Practice**

Study of administration and management of physical therapy practice in various settings. Healthcare system; organizational structure; facility, fiscal, and human resource management; legal aspects. **Prerequisites:** Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum. **Credits:** 3 SH

**PT 841 - Evidence Informed Practice I**

Introduction to the application of scientific evidence in physical therapy practice. Emphasis on critical appraisal of health care literature and clinical research design. **Prerequisites:** Admission to the Physical Therapy Program. **Credits:** 3

**PT 842 - Evidence Informed Practice II**

Advanced study of the application of scientific evidence in physical therapy practice. Emphasis on critical appraisal of health care literature and clinical research design. **Prerequisites:** Successful completion of all prior coursework in the DPT program.

**Credits:** 2

**PT 843 - Research Methods and Statistics III**

Advanced disciplined inquiry in physical therapy. Emphasis on critical appraisal of the health care literature and clinical research design. **Prerequisites:**

Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum. **Credits:** 2 SH

**PT 844 - Research Methods and Statistics IV**

Advanced disciplined inquiry in physical therapy. Emphasis on critical appraisal of the health care literature and clinical research design. **Prerequisites:**

Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum. **Credits:** 2 SH

**PT 861 - Motor Behavior**

Comprehensive study of theories, principles, and research concerning motor development, learning, and control in general and special populations; emphasis on intervention for clients across lifespan.

**Prerequisites:** Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

**Credits:** 2

**PT 871 - Integrated Clinical Education I**

Assignment to part-time, integrated clinical education (ICE) experiences in small student groups (3-4 students) with a designated supervisor/clinical instructor (CI) to gain practical experience with health-care delivery systems and physical therapy practice.

**Prerequisites:** Admission to the Physical Therapy Program. **Credits:** 1

**PT 872 - Integrated Clinical Education II**

Assignment to part-time, integrated clinical education (ICE) experiences in small student groups (3-4 students) with a designated supervisor/clinical instructor (CI) to gain practical experience with health-care delivery systems and physical therapy practice.

**Prerequisites:** Successful completion of

all prior coursework in the DPT program. **Credits:** 1

**PT 873 - Integrated Clinical Education III**

Assignment to part-time, integrated clinical education (ICE) experiences in small student groups (3-4 students) with a designated supervisor/clinical instructor (CI) to gain practical experience with health-care delivery systems and physical therapy practice.

**Prerequisites:** Successful completion of all prior work in the DPT program.

**Credits:** 1

**PT 874 - Integrated Clinical Education IV**

Assignment to part-time, integrated clinical education (ICE) experiences in small student groups (3-4 students) with a designated supervisor/clinical instructor (CI) to gain practical experience with health-care delivery systems and physical therapy practice.

**Prerequisites:** Successful completion of all prior coursework in the DPT program. **Credits:** 1

**PT 875 - Integrated Clinical Education V**

Assignment to part-time, integrated clinical education (ICE) experiences in small student groups (3-4 students) with a designated supervisor/clinical instructor (CI) to gain practical experience with health-care delivery systems and physical therapy practice.

**Prerequisites:** Successful completion of all prior coursework in the DPT curriculum. **Credits:** 1

**PT 876 - Integrated Clinical Education VI**

Assignment to part-time, integrated clinical education (ICE) experiences in small student groups (3-4 students) with a designated supervisor/clinical instructor (CI) to gain practical experience with health-care delivery systems and physical therapy practice.

**Prerequisites:** Successful completion of all prior coursework in the DPT program. **Credits:** 1

**PT 880 - Directed Independent Study**

Independent study in interdisciplinary or discipline-specific issues and/or clinical practice with objectives, methods, and expected outcomes negotiated in advance with an individual faculty member. S/U grading. **Prerequisites:**

Admission to the Physical Therapy Program. **Credits:** 1-3 R3

**PT 883 - Clinical Practicum I**

Assignment to a clinical setting with supervision by a designated licensed physical therapist to gain practical experience with health-care delivery systems and physical therapy practice. S/U grading with IP. **Prerequisites:** Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum. **Credits:** 3

**PT 884 - Clinical Practicum II**

Assignment to a clinical setting with supervision by a designated licensed physical therapist to gain practical experience with health-care delivery systems and physical therapy practice. S/U grading with IP. (6 weeks)

**Prerequisites:** Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum. **Credits:** 3

**PT 895 - Professional Development I**

Investigation and discussion of the development of professional behaviors and core values associated with a physical therapist in a doctoring profession. **Prerequisites:** Admission to the Physical Therapy Program. **Credits:** 3

**PT 896 - Professional Practice II**

Investigation and discussion of issues impacting physical therapy practice; psychosocial aspects of disability; effective interaction with patients/caregivers; intervention by healthcare team; portfolio development. Seminar. **Prerequisites:** Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum. **Credits:** 1 SH

**Credits:** 1 SH

**PT 899 - Doctoral Project**

Integration of physical therapy knowledge and skills focused on specific area of disciplines inquiry or service; goals and methods determined with faculty advisor. Directed study. S/U grading. **Prerequisites:** Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum. **Credits:** 2, R4

**PT 920 - Capstone Course**

Comprehensive case study presentation; curriculum and program assessment; graduate performance assessment; professional portfolio completion/submission; and continuing education. S/U grading. **Prerequisites:**

Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum. **Credits:** 1

**PT 921 - Neuroanatomy**

In-depth study of the human nervous systems with emphasis on structure and function. **Prerequisites:** Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum. **Credits:** 2

**PT 922 - Neuroscience**

In depth study of the human nervous system with application of neuroanatomy and physiology to neuropathology and comprehensive clinical cases. Emphasis on neural basis for movement and motor control. **Prerequisites:** Successful completion of all prior coursework in the DPT curriculum. **Credits:** 4

**PT 923 - Neuromuscular Physical Therapy I**

Physical therapy management for persons with neuromuscular conditions. Lecture and laboratory focus on stroke, balance dysfunction, selected neuromuscular conditions, rehabilitation models, and contemporary research application. **Prerequisites:** Successful completion of all prior coursework in the DPT program. **Credits:** 5

**PT 924 - Neuromuscular Physical Therapy II**

Physical therapy management for persons with neuromuscular disorders. Focus on spinal cord injury, selected neuromuscular diseases, and contemporary research application. Application of health promotion evidence and clinical reasoning for application of rehabilitation models for progressive conditions. **Prerequisites:** Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum. **Credits:** 4

**PT 927 - Pediatric Physical Therapy**

Physical therapy management of infants and children with musculoskeletal and neuromuscular conditions including neuropathology and clinical care. **Prerequisites:** Successful completion of all prior coursework in the DPT program. **Credits:** 3

**PT 930 - Health Promotion and Wellness**

The emphasis of this course is on community health promotion and

population health related to physical therapy practice, including theoretical foundation for health promotion, disease prevention, and maintenance of function across the lifespan. **Prerequisites:** Successful completion of all prior coursework in the DPT program. **Credits:** 1

**PT 932 - Applied Pharmacology**

Introduction to the most commonly used pharmacotherapeutic agents for patients/clients receiving physical therapy care in relation to disease prevention, amelioration, restoration/cure, maintenance, and how pharmaceuticals influence responses to care. **Prerequisites:** Successful completion of all prior coursework in the DPT program. **Credits:** 1

**PT 945 - Physical Therapy for Older Adults**

Discussion of medical, social, and behavioral issues related to care of adults. Emphasis on the chronic and complex needs unique to aging. **Prerequisites:** Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum. **Credits:** 2

**PT 951 - Musculoskeletal Physical Therapy I**

Integration of knowledge from the physical therapy sciences to perform physical therapy management for clients with musculoskeletal conditions of the spine. **Prerequisites:** Successful completion of all prior coursework in the lockstep curriculum. **Credits:** 4

**PT 952 - Musculoskeletal Physical Therapy II**

Integration of knowledge from the physical therapy sciences to perform physical therapy management for clients with musculoskeletal conditions with emphasis on the extremities. **Prerequisites:** Successful completion of all prior coursework in the lockstep curriculum. **Credits:** 5

**PT 954 - Clinical Reasoning I**

Advanced clinical decision making, reflection, and reasoning involved in optimal physical therapy client management. **Prerequisites:** Successful completion of all prior coursework in the lockstep curriculum. **Credits:** 2

**PT 955 - Clinical Reasoning II**

Advanced clinical decision making, reflection, and reasoning involved in optimal physical therapy client management. **Prerequisites:** Successful

completion of all prior course work in the lockstep curriculum. **Credits:** 2

**PT 971 - Clinical Practicum I**

Assignment to a clinical setting for eight weeks with a designated supervisor to gain practical experience with health-care delivery systems and physical therapy practice. **Prerequisites:** Successful completion of all prior course work in the lockstep curriculum. **Credits:** 4

**PT 972 - Clinical Practicum II**

Assignment to a clinical setting for eight weeks with a designated supervisor to gain practical experience with health-care delivery systems and physical therapy practice. **Prerequisites:** Successful completion of all prior coursework in the lockstep curriculum. **Credits:** 4

**PT 973 - Clinical Practicum III**

Assignment to a clinical setting for 14 weeks with a designated supervisor to gain practical experience with health-care delivery systems and physical therapy practice. **Prerequisites:** Successful completion of all prior coursework in the lockstep curriculum. **Credits:** 7

**PT 981 - Clinical Practicum I**

Assignment to a clinical setting with supervision by a designated licensed physical therapist to gain practical experience with health-care delivery systems and physical therapy practice. **Prerequisites:** Successful completion of all prior coursework in the lockstep curriculum. **Credits:** 4

**PT 982 - Clinical Practicum II**

Assignment to a clinical setting with supervision by a designated licensed physical therapist to gain practical experience with health-care delivery systems and physical therapy practice. **Prerequisites:** Successful completion of all prior coursework in the lockstep curriculum. **Credits:** 4

**PT 983 - Clinical Practicum III**

Assignment to a clinical setting for 14 weeks with a designated supervisor to gain practical experience with health-care delivery systems and physical therapy practice. **Prerequisites:** Successful completion of all prior coursework in the DPT program. **Credits:** 7

**PT 984 - Clinical Practicum IV**

Assignment to a clinical setting with supervision by a designated licensed physical therapist to gain practical experience with healthcare delivery

systems and physical therapy practice. S/U grading. **Prerequisites:** Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

**Credits:** 6

### **PT 996 - Professional Development II**

Investigation and discussion of issues impacting physical therapy practice; psychosocial aspects of disability; behavioral health, development of cultural skills, effective interaction with patients/clients and caregivers.

**Prerequisites:** Successful completion of all prior coursework in the lockstep curriculum. **Credits:** 2

### **PT 997 - Professional Development III**

Investigation and discussion of issues impacting physical therapy practice; professional ethics; moral reasoning; jurisprudence, health care legislation and professional/career planning and development. **Prerequisites:** Successful completion of all prior coursework in the lockstep curriculum. **Credits:** 3

### **PT 998 - Professional Practice IV**

Investigation and discussion of issues impacting physical therapy practice; effective interaction with clients and their caregivers; emphasis on competency with diverse populations; portfolio development. **Prerequisites:** Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum. **Credits:** 1

### **PT 999 - Leadership and Management in Physical Therapy**

Study of the management of physical therapy practice and leadership development. Healthcare system; organizational structures; facility, fiscal and human resource management; financial and information management, employment law, marketing, performance improvement, and entrepreneurship. **Prerequisites:** Successful completion of all prior coursework in the DPT program. **Credits:** 3

## **Political Science**

### **PSC 580 - Readings in Political Science**

Readings in Political Science.

**Prerequisites:** Permission of department head. **Credits:** 3

## **Project Management**

### **PM 500 - Tools for Financial Management**

Introduction to selected tools and topics from the fields of Accounting and finance which support the activities of the project manager. **Prerequisites:** Admission to the M.P.M. program. **Credits:** 2

### **PM 505 - Introductory Statistics and Microeconomics**

A review of appropriate statistical concepts and microeconomic principles for the project manager. **Prerequisites:** Admission to the M.P.M. program. **Credits:** 2

### **PM 515 - Legal and Ethical Issues**

Introduction to selected topics from law and ethics that support the activities of the project manager. **Prerequisites:** Admission to the M.P.M. program. **Credits:** 2

### **PM 650 - The Project Management Mindset and Project Teams**

An overview of the project management discipline, project phases, and PMBoK knowledge areas; project manager, leadership, and team dynamics; motivation, conflict, and empowerment. **Credits:** 6

### **PM 652 - Project Selection, Initiation, and Legal Considerations**

Organizational structure and project strategic alignment; decision analysis and financial tools for project selection; negotiation and influence, regulatory and legal environments in the project context. **Prerequisites:** PM 650. **Credits:** 6

### **PM 654 - Project Planning**

Preparation of the project plan; requirements, stakeholder and risk analysis; work breakdown structure, scope, quality, communication, cost planning; network diagram, critical path, and schedule development; resource allocation. **Prerequisites:** PM 650 and PM 652. **Credits:** 6

### **PM 656 - Project Execution**

Project baseline and approval; project controls and integration management: change control, earned value management, quality assurance and control, resource leveling and schedule compression **Prerequisites:** PM 650, PM 652, and PM 654. **Credits:** 6

### **PM 658 - Project Closeout, Ethics, and Approaches**

Termination of projects, administrative closeout and audit, lessons learned procedures; professional responsibility

and ethics, information systems and projects; AGILE project management; alternative PM perspectives; managing global projects. **Prerequisites:** PM 650, PM 652, PM 654, and PM 656. **Credits:** 6

### **PM 660 - Advanced Topics in Project Management**

Organizational politics; the Project Management Office - chair at the table; project management maturity - the competitive advantage; using project management to lead organizational change; portfolio and program management **Prerequisites:** PM 650, PM 652, PM 654, PM 656, and PM 658. **Credits:** 6

## **Project Management Certificate**

### **PMC 610 - Project Initiation and Planning**

This course introduces the student to the principles underlying the field of project management. It focuses on project initiation, chartering projects, and the planning that is undertaken to carry out a project. **Credits:** 3

### **PMC 620 - Project Execution and Closeout**

This course introduces the student to the principles underlying the field of project management. It focuses on project scheduling and activity estimating, budget estimating, risk planning, project monitoring, and project closeout activities such as scope validation and lessons learned. **Prerequisites:** PMC 610. **Credits:** 3

### **PMC 630 - The Project Manager and People Skills**

This course introduces the student to one of the often-overlooked skillsets that are vital to the project manager - that of dealing with and managing people. This course will help you gain a better understanding of the personality strengths a project manager must possess in order to lead projects (and the teams associated with the project) to success. **Credits:** 3

### **PMC 640 - Managing Project Teams**

This course introduces the student to the hardest job the project manager must undertake: managing project teams. In this course, the student will investigate team development, the aspects of successful teams, and how those teams can lead positive change in the

organization. **Prerequisites:** PMC 630.  
**Credits:** 3

## Psychology

### PSY 544 - Cognitive Psychology

Theories and principles of human information processing: language production and comprehension, basic processes in memory and cognition. **Prerequisites:** Permission of instructor.  
**Credits:** 3

### PSY 548 - Human Neuropsychology

Survey of the basic theories of neuropsychology, emphasizing both cognitive and clinical research. The course will focus on the influence of the human brain on normal and abnormal behavior. **Prerequisites:** Permission of instructor. **Credits:** 3

### PSY 574 - Child Psychopathology

Etiology, characteristics, assessment, and treatment of psychological problems of childhood and adolescence: learning, behavioral, affective and psychotic disorders. **Prerequisites:** Permission of instructor. **Credits:** 3

### PSY 599 - Thesis Proposal

Development of thesis proposal, including successful completion of written and oral examination. S/U grading. **Prerequisites:** PSY 651 and permission of instructor. **Corequisites:** PSY 652. **Credits:** 3

### PSY 610 - Advanced Social Psychology

Theories and research concerning aggression, prosocial behavior, group behavior, conformity, attitudes, person perception, and attraction. **Prerequisites:** Permission of instructor. **Credits:** 3

### PSY 612 - Psychology of Prejudice

This course provides an analysis of the psychological causes, consequences and correlates of stereotyping and prejudice with a focus on both classic research and recent developments in the field of social psychology. **Credits:** 3

### PSY 621 - Advanced Educational Psychology

Application of theories and principles of development, learning, and measurement to classroom practice. **Credits:** 3

### PSY 622 - Academic Interventions and Settings

This course explores concepts of learning within different academic contexts, evidenced-based academic interventions, and progress monitoring. Opportunities for research and application will be included. **Credits:** 3

### PSY 623 - School-Based Consultation

Models of consultation and the development of effective consultative skills in working with individuals and groups. **Prerequisites:** Admission to Psychology graduate program. **Credits:** 3

### PSY 624 - Advanced Developmental Psychology

This purpose of this course is to provide an overview of theory and current research related to human development across the lifespan. The course will emphasize physical, cognitive, emotional, and social domains of human development. **Credits:** 3

### PSY 625 - Adolescent Development

Physical, mental, and emotional development in adolescents; interests, attitudes, ideals, and social adaptations. **Prerequisites:** Permission of instructor. **Credits:** 3

### PSY 626 - Adulthood and Aging

Theories, principles, and review of research on the normal development of adults; emphasis on the biological, psychological, cognitive, and social changes from early adulthood through old age. **Prerequisites:** Permission of instructor. **Credits:** 3

### PSY 648 - Human Neuropsychology - Child Focus

Principles and concepts relevant to the practice of child neuropsychology. **Prerequisites:** Admission to Psychology graduate program or permission of instructor. **Credits:** 3

### PSY 650 - Advanced General Psychology

An overview of the discipline of psychology for the advanced student. **Credits:** 3

### PSY 651 - Advanced Research Methods and Statistics I

Inferential statistics emphasizing experimental design; univariate and multivariate techniques, nonparametric procedures, and statistical software usage. Lab included. 2 hour lecture, one hour lab. **Prerequisites:** Admission to Psychology graduate program or permission of instructor. **Credits:** 3

### PSY 652 - Advanced Research Methods and Statistics II

Experimental designs, literature review, scientific writing styles, planning, writing; research proposal, statistical analysis of data; computer applications; scientific ethics and standards. 2 Lecture

1 Lab. **Prerequisites:** PSY 651.  
**Credits:** 3

### PSY 653 - Research as a Professional School Practice

Using, conducting, and communicating research and evidence-based practices in school settings. Includes guidelines for completing graduate level research requirements. **Credits:** 3

### PSY 661 - Psychological Assessment I

Includes the development of basic foundational skills; the administration, scoring and interpretation of major intellectual, academic, and social-emotional measurements; and professional ethics related to assessment. **Prerequisites:** Admission to graduate program in Clinical or School Psychology. **Credits:** 4

### PSY 662 - Psychological Assessment II - Adult Focus

Major techniques of objective personality assessment utilizing current hierarchical-dimensional models of psychopathology. Emphasis is on integration of assessment findings into comprehensive report. **Prerequisites:** Admission to Psychology graduate program and PSY 661. **Credits:** 4

### PSY 663 - Assessment and Intervention with Preschool Children

Administration, scoring, and interpretation of assessment scales for children from infancy through childhood; planning and implementation of intervention programs. **Prerequisites:** PSY 624 or equivalent. **Credits:** 3

### PSY 664 - Psychological Assessment II - Child Focus

This course provides training in administration, scoring, and interpretation of neuropsychological, cognitive, omnibus achievement, domain specific achievement, and social-emotional assessment instruments that are most frequently used in clinic and school settings. **Prerequisites:** Admission to Psychology graduate program or permission of instructor. **Credits:** 4

### PSY 665 - Psychological Assessment III

This course will build on students' knowledge and skills with assessment and interpretation to cover advanced techniques and tools that can be used in clinical and school settings. **Prerequisites:** PSY 661 and (PSY 662 or PSY 664). **Credits:** 3

**PSY 668 - Teaching of Psychology**

The purpose of this course is to support beginning teachers of introductory psychology. We will focus on the skills and attitudes needed to be a successful scholar-teacher. **Credits:** 3

**PSY 671 - Advanced Psychopathology**

Clinical and experimental approaches; classification, etiology, and modification of deviant behavior. **Prerequisites:** Admission to Psychology graduate program or permission of instructor. **Credits:** 3

**PSY 672 - Empirically Based Treatments**

The major theoretical perspectives in psychotherapy and their applications, focusing on evidence-based interventions; multi-cultural perspectives; professional ethics and standards related to service delivery.

**Prerequisites:** Admission to Psychology graduate program or permission of instructor. **Credits:** 3

**PSY 673 - Professional Issues**

Models of practice in school psychology; social, ethical, and legal issues; interdisciplinary focus of training and professional roles; problems of the professional practice of psychology in school and community settings.

**Prerequisites:** Permission of instructor. **Credits:** 3

**PSY 674 - Advanced Child Psychopathology**

In depth examination of childhood psychopathology; etiology, characteristics and comprehensive assessment; treatment and intervention with childhood disorders. **Prerequisites:** Admission to graduate program in School or Clinical Psychology or permission of instructor. **Credits:** 3

**PSY 675 - Cognitive Behavioral Interventions**

Cognitive and behavioral intervention techniques and their application in school and clinical settings.

**Prerequisites:** Admission to Psychology graduate program. **Credits:** 3

**PSY 676 - Psychotherapy II: Techniques**

Issues and techniques of psychotherapy and their application. **Prerequisites:** Admission to Clinical Psychology graduate program. **Credits:** 3

**PSY 677 - Group Psychotherapy**

Theory and practice of group psychotherapy; supervised problems.

**Prerequisites:** Admission to Psychology

graduate program or permission of instructor. **Credits:** 3

**PSY 678 - Family Systems**

Theory and research in dynamics of family systems; ecological models.

**Prerequisites:** Permission of instructor. **Credits:** 3

**PSY 679 - Survey of Clinical Psychology**

Survey of the major topics and issues in clinical psychology. **Prerequisites:** Admission to the graduate program in Clinical Psychology. **Credits:** 3

**PSY 680 - Directed Study in Psychology**

Directed study in psychology.

**Prerequisites:** Admission to Psychology graduate program or permission of instructor. **Credits:** 3, R9

**PSY 683 - Internship in Psychology**

Six-month, full-time or nine-month, part-time internship in a clinical or school setting. S/U grading.

**Prerequisites:** A grade of B or better in both PSY 686 and PSY 687. **Credits:** 6

**PSY 684 - Internship in Psychology**

Six-month, full-time or nine-month, part-time internship in a clinical or school setting. S/U grading.

**Prerequisites:** A grade of B or better in both PSY 686 and PSY 687. **Credits:** 6

**PSY 685 - School-Based Mental and Behavioral Health**

This course will introduce students to theories underlying and techniques required for the delivery of high-quality mental and behavioral health services in schools. Students will expand their knowledge of the role of the school psychologist in delivering these services from what was learned in PSY 675:

Cognitive Behavioral Interventions.

Topics will include individual counseling, social-emotional learning, mental and behavioral health consultation, crisis response and intervention, and systems-level approaches to addressing the mental health needs of students in schools. A tiered approach to service delivery will be emphasized. **Credits:** 3

**PSY 686 - Internal Practicum in Psychology**

Application of psychological theory in the educational setting; observation of practices of school psychologists; participation in school psychological services under field and university supervision. **Prerequisites:** Admission

to Psychology graduate program and permission of instructor. **Credits:** 1-4, R12

**PSY 687 - External Practicum in Psychology**

External Practicum consists of placement with an external practicum agency, with activities focused on the practice of psychology as defined by the North Carolina Psychology Practice Act: "*The Practice of Psychology* - The observation, description, evaluation, interpretation, or modification of human behavior by the application of psychological principles, methods, and procedures for the purpose of preventing or eliminating symptomatic, maladaptive, or undesired behavior or of enhancing interpersonal relationships, work and life adjustment, personal effectiveness, behavioral health, or mental health..." The number of credit hours is determined by the number of hours spent at the agency each week. One credit hour: 2-7 hours at agency; two credit hours: 8-13 hours at agency; three credit hours: 14-20 hours at agency; four credit hours: 21+ hours at agency.

**Prerequisites:** Admission to Psychology graduate program and permission of instructor. **Credits:** 1-4, R12

**PSY 693 - Topics in Psychology**

Topics in Psychology **Prerequisites:** Permission of instructor. **Credits:** 3, R9

**PSY 695 - Advanced Professional Issues**

In-depth exploration of current educational issues and the role of school psychologists as change agents in school settings. **Prerequisites:** Admission to graduate program in School Psychology or permission of instructor. **Credits:** 3

**PSY 697 - Seminar:****Behavioral/Emotional Evaluation of Children and Adolescents**

Major techniques of objective and projective personality assessment with children and adolescents; focus on theory, administration, scoring, interpretation, and report writing.

**Prerequisites:** Admission to Psychology graduate program. **Credits:** 3

**PSY 699 - Thesis**

S/U grading. **Prerequisites:** PSY 651 and PSY 652. **Credits:** 3, R6

**PSY 748 - Human****Neuropsychology - Adult Focus**

Survey of the basic theories of neuropsychology, emphasizing both cognitive and clinical research. The course will focus on the influence of the



human brain on normal and abnormal behavior. **Prerequisites:** Admission to Psychology graduate program or permission of instructor. **Credits:** 3

#### **PSY 799 - Continuing Research-Thesis Option**

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

#### **PSY 810 - Advanced Social Psychology**

Theories and research concerning aggression, prosocial behavior, group behavior, conformity, attitudes, person perception, and attraction.

**Prerequisites:** Admission to PsyD program or permission of instructor. **Credits:** 3

#### **PSY 823 - Professional Consultation in Health Service Psychology**

This course integrates didactic training in formal consultation theory and applied supervised experience to prepare the student to work effectively as consulting professionals in health service psychology. **Prerequisites:** Admission to PsyD program or permission of instructor. **Credits:** 3

#### **PSY 841 - Biological and Affective Bases of Behavior**

The purpose of this course is to broaden and deepen the doctoral students' knowledge of biological and neurobiological underpinnings of psychological functioning; to focus specifically on traditional and current conceptualizations of mood and affect; and to integrate these two core areas (biological and affective bases of behavior) with current and emerging broad theoretical frameworks of health psychology. **Prerequisites:** Admission to PsyD program or permission of instructor. **Credits:** 3

#### **PSY 842 - Multicultural Psychology**

This course will help students integrate knowledge of individual and cultural differences in the conduct of professional roles, including both research and clinical work.

**Prerequisites:** Admission to PsyD program or permission of instructor. **Credits:** 3

#### **PSY 844 - Advanced Cognitive Psychology**

This course aims to help students learn about the broad array of topics within cognitive psychology, including older approaches as well as more recent perspectives on this important domain of psychological knowledge. Key areas include perception, attention, long-term memory, working memory, and judgment and reasoning. **Prerequisites:** Admission to PsyD program or permission of instructor. **Credits:** 3

#### **PSY 851 - Advanced Research Methods and Statistics III**

This course provides a conceptual and practical understanding of the general linear model in the psychological sciences. More specifically, goals of this course are to gain understanding of the logic behind statistical methods, application of those methods, presentation of results, and to learn how to conduct rigorous quantitative research. **Prerequisites:** A grade of B or better in PSY 652; and admission to PsyD program or permission of instructor. **Credits:** 3

#### **PSY 855 - Advanced History and Systems of Psychology**

This course will trace the major themes in psychology, including mind/body relationships, nature/nurture influences, self-knowledge, and differences from historical roots to the present day.

**Prerequisites:** Admission to PsyD program or permission of instructor. **Credits:** 3

#### **PSY 873 - Ethics in Health Services Psychology**

This course covers a breadth of professional and ethical issues related to health services psychology as defined by North Carolina statute G.S. § 90-270.2(8). This course covers ethical rules applied in clinical, school, and healthcare settings, and provides students the opportunity to examine their specific interests in greater depth through the course assignments.

**Prerequisites:** Admission to PsyD program or permission of instructor. **Credits:** 3

#### **PSY 878 - Child and Family Systems Intervention**

This course aims to provide students with a foundational knowledge of theories related to child and family functioning, the systems within which children and families operate, and evidence-based interventions aimed at

increasing the wellbeing of children and families within these systems. Students will gain a breadth of knowledge related to multiple types of interventions, as well as a greater depth of knowledge into specific interventions based on instructor expertise. **Prerequisites:** Admission to PsyD program. **Credits:** 3

#### **PSY 880 - Independent Doctoral Research Study**

This course aims to help students develop a basic understanding of conducting research and disseminating the results through conducting a research project under the guidance of a faculty mentor. **Prerequisites:** Admission to a PsyD Program or permission of instructor. **Credits:** 1-3, R12

#### **PSY 883 - Doctoral Internship**

The internship is an organized, structured, and programmed sequence of supervised training experiences of greater depth and intensity than the practicum. It involves experiential training and socialization in the profession with intent that students will demonstrate ethical behavior, a strong commitment to implementing evidence-based practice, and a knowledge base commensurate with that of a psychologist entering the field.

**Prerequisites:** Completion of all other doctoral coursework and a grade of B or higher in all sections of doctoral practicum coursework. **Credits:** 3, R6

#### **PSY 886 - Internal Doctoral Practicum**

The goal of the Internal Doctoral Practicum is to provide a supervised opportunity for engaging in an agency where the student can apply and refine his or her knowledge and skills appropriate to the practice of psychology with children, adolescents, and/or adults.

**Prerequisites:** Admission to PsyD program. **Credits:** 1-3 R12

#### **PSY 887 - External Doctoral Practicum**

The external practicum in Health Service Psychology consists of supervised professional practice activities through placement with a community agency (e.g., community mental health center; college counseling center; hospital). The external practicum builds upon the PSY 886 (Internal Doctoral Practicum) experience as Doctor of Psychology (PsyD) students in Health Service Psychology (HSP) continue to develop their profession wide competencies as defined by the American Psychological

Association. **The number of credit hours is determined by the number of hours spent at the agency each week.**

One credit hour: 2-7 hours at agency;  
two credit hours: 8-13 hours at agency;  
three credit hours: 14-20 hours at agency;  
four credit hours: 21-25 hours at agency;  
five credit hours: 26-30 hours at an agency;  
six credit hours: 30+ hours at an agency. **Prerequisites:** PSY 886.

**Credits:** 1-6, R12

### **PSY 888 - Professional Supervision**

This course will cover theories, methods, techniques, and evaluation of effectiveness as it pertains to evidence-based supervision in health service psychology. **Prerequisites:** Admission to PsyD program or permission of instructor. **Credits:** 3

### **PSY 899 - Dissertation**

This course will solidify students' research competency, specifically their ability to formulate [and execute] research or scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. **Prerequisites:** PsyD student in good standing and permission of instructor. **Credits:** 1-3, R12

## **Public Affairs**

### **PA 572 - Public Policy Process**

The policy-making process in its political context; models of policy development applied to selected issues. **Credits:** 3

### **PA 640 - Environmental Politics and Policy**

This course profiles the environmental movement in the United States and evaluates tradeoffs between environmental preservation and economic development. **Credits:** 3

### **PA 641 - Election Administration**

This is a course about how we administer elections in the United States. Students will learn about the structure of election administration in the U.S., the people involved in the process, as well as voter-centered and candidate centered aspects of election administration. Students will leave the course with better understanding of why election administration is public administration and how they might pursue a career in election administration. **Credits:** 3

### **PA 650 - The Nonprofit Sector**

This course examines the history of the nonprofit sector in America and presents

challenges facing contemporary nonprofits. **Credits:** 3

### **PA 652 - Nonprofit Leadership and Sustainability**

This course gives future and current nonprofit leaders an understanding of climate and environment of nonprofit organizations and provides the knowledge necessary for students to lead sustainable, capable, and effective nonprofit organizations. This course will examine critical aspects of leading nonprofit organizations with a special focus on current issues and trends. Students will gain and apply knowledge via readings, lecture, online discussion, guest speakers, case studies, service learning, and class discussion. Students will understand common challenges faced by nonprofit leaders and be equipped with the theoretical and practical knowledge necessary to address these challenges in the real world. **Credits:** 3

### **PA 655 - Grant-Writing for Public Affairs**

An applied introduction to grants and grant-writing in government and nonprofit organizations. **Credits:** 3

### **PA 657 - Diversity, Equity, and Inclusion in the Public Sector**

The aim of this course is to provide an understanding of systemic and structural racism in the U.S. and analyze current policies and implementation systems to identify implications for diversity, equity, and inclusion. **Credits:** 3

### **PA 661 - Frontiers in Public and Nonprofit Management**

This course provides public affairs graduate students with an overview of selected current issues in public and nonprofit management. **Credits:** 3

### **PA 665 - Performance Measurement**

This course explores the theoretical foundations and practical applications of performance measurement and management techniques. **Credits:** 3

### **PA 669 - Legal Issues in Public Affairs**

The institutional design and procedures used by administrative agencies to implement policy. Topics include rulemaking, adjudication, enforcement activities, judicial review, and legislative and executive control. **Credits:** 3

### **PA 670 - Public Affairs Administration**

The place of public affairs administration and the role of the

administrator in the American system of government. **Credits:** 3

### **PA 671 - Public Budgeting and Financial Management**

Budgetary practices and processes at the federal, state, and local levels; roles of professionals and elected officials; budgetary problems, planning, and reform. **Credits:** 3

### **PA 672 - Public Organizational Theory and Behavior**

Analysis of the theories that have shaped and influenced governmental organizations along with application of the theories in the public and non-profit sector. **Credits:** 3

### **PA 673 - Public Policy Analysis**

Bureaucratic decision making and theories of analyzing and explaining public policy. **Credits:** 3

### **PA 674 - Research Methods for Public Affairs**

Research design, philosophy of social science, and univariate and multivariate statistics. **Credits:** 3

### **PA 675 - State and Local Governance**

Political and governmental processes at the state and local level. **Credits:** 3

### **PA 676 - Public and Nonprofit Sector Public Relations**

Why and how public and nonprofit managers use the press to generate public support for policy decisions and to influence public perceptions: media strategies will be studied. **Credits:** 3

### **PA 677 - Public Human Resource Management**

Working knowledge of key functions and activities in public personnel management and awareness of the legal basis for the public human resources function. **Credits:** 3

### **PA 678 - The Practice of Local Government Management**

Examine the environment of public management including local government structure, fiscal management and the roles of principal officials and local legislative process. **Credits:** 3

### **PA 679 - The Practice of Government Planning**

This course examines theory, concepts, techniques and procedures in the practice of planning. **Credits:** 3

### **PA 685 - Internship in Public Affairs**

This three-credit internship course provides students with an opportunity to apply their classroom learning to a practical environment. By interning with

a public or nonprofit organization, the MPA student will receive firsthand experience of the field with the support of an internship supervisor. **Credits: 3**  
**PA 686 - Internship II in Public Affairs**

This three-credit internship course provides students with an opportunity to apply their classroom learning to a practical environment. By interning with a public or nonprofit organization, the MPA student will receive firsthand experience of the field with the support of an internship supervisor.

**Prerequisites:** PA 685. **Credits: 3**  
**PA 693 - Topics in Public Affairs**  
Topics in Public Affairs **Credits: 3, R9**  
**PA 699 - Public Affairs Capstone Experience**

Students will work on a capstone research project that will address a real problem in local government or nonprofit administration in the region.

**Prerequisites:** The completion of, or concurrent enrollment in PA 669, PA 670, PA 671, PA 672, PA 673, PA 674, and PA 677. **Credits: 3**

## Reading

**EDRD 543 - Middle Grades**

### Reading

Methods and materials for teaching reading and other communication skills in the middle grades; emphasis on organization for instruction, word identification and comparison skills, and reading in content materials. **Credits: 3**

**EDRD 553 - High School and Adult Reading**

Methods and materials for teaching reading in high school and adult education programs. 3 Lecture 2 Lab. **Credits: 3**

**EDRD 567 - Adolescent Literature**

The reading development and reading interests of adolescents; evaluation criteria; instructional strategies; this course requires comprehensive reading of a wide genre of books. **Credits: 3**

**EDRD 574 - Practicum in Teaching Reading**

Assessment and remediation of reading problems and strategies for teaching reading. 2 Lecture 2 Lab. **Credits: 3**

**EDRD 620 - Word Study**

Word study for spelling, phonics, and vocabulary instruction. **Credits: 3**

**EDRD 621 - Literacy in the Early Years**

The focus of this course will be literacy development and instruction in the primary grades. **Prerequisites:**

Admission to the Graduate School.

**Credits: 3**

**EDRD 622 - Phonics to Fluency**

Exploring the nature of word study, phonics, and fluency in literary education; understanding strategies for teaching reading development. **Credits: 3**

**EDRD 631 - Intensive Study of Writing**

Writing instruction across the curriculum. **Credits: 3, R9**

**EDRD 640 - Reading Diagnosis & Instruction**

Examination, use, and critique of theories of research about literacy processes and problems; reading difficulties, their diagnosis, and correction; and instructional strategies. **Credits: 3**

**Credits: 3**

**EDRD 740 - Reading Research Projects**

Initiating, conducting, and analyzing a research project. 2 Lecture 2 Lab.

**Prerequisites:** G license in reading and permission of instructor. **Credits: 3**

## Science Education

**SCI 512 - Advanced Science Methods**

Current and innovative methods for teaching secondary science. Emphasis on the inquiry-based approach and new instructional technologies.

**Prerequisites:** Admission to the M.A.T. or M.A.Ed. in Biology or Chemistry or permission of instructor. **Credits: 3, R6**

**SCI 593 - Topics in Science Education**

Topics in Science Education. **Credits: 1-3, R6**

## Social Work

**SOCW 504 - Diversity, Difference, & Social Justice**

Race, socioeconomic status, ethnicity, ability, age, religion, sexual orientation, and gender identity and experiences with oppression in the U.S. **Prerequisites:** Acceptance into the MSW program. **Credits: 3**

**SOCW 520 - Addictions**

This course is designed to present students with an overview of the complex issues related to addictive disorders, including drugs, alcohol, gambling, and food addictions. Students will explore several management approaches, with an emphasis on a strengths-based models for addiction treatment. Students will also play an active role in their own learning through

the use of journal writing, discussion groups, and other experiential exercises. After taking this course, students will be able to integrate their knowledge of the biological, psychological, and social aspects of addiction, as well as the impact of public policy on addiction treatment and resource availability, into their practice as social workers and future addiction's specialist. **Credits: 3**  
**SOCW 522 - Methods of Addictive Disorder Treatment**

This course is designed to provide students with the clinical knowledge and skills specific to treating people with addictive disorders. The course provides practical knowledge and experience in several key content areas including: assessment and diagnosis; theoretical approaches to treating people with addictive disorders (emphasis on Motivation Enhancement Therapy); the treatment process; special issues in treatment, including HIV/AIDS and other communicable diseases; recovery management; ethics; and personal and professional development of the addictions professional. **Prerequisites:** COUN 617 or SOCW 520. **Credits: 3**

**SOCW 524 - Cultural Humility in Addictive Disorder Treatment**

This course provides an overview of unique problems and needs of diverse populations of individuals with addictive disorders. Students will be provided with a culturally informed framework for understanding and applying culturally sensitive social interventions and strategies. Some specific groups that may be discussed include women, older adults, adolescents/children, lesbian, gay, bi-sexual, or transgender individuals, Americans of African, Native American, Latino, and/or Asian descent, and individuals who live in rural areas. The readings examine how cultural factors may affect a person's attitude toward addictive disorders, patterns of behaviors associated with addictive disorders, reasons for seeking treatment, and responsiveness to various interventions. **Credits: 3**

**SOCW 525 - Science of Addiction**

In today's milieu of addictive disorder treatment, social workers and specialists in addiction treatment must have a comprehensive understanding of the neurobiology of addiction. This course provides students with the most recent neurobiological research in addiction studies which will enhance traditional

treatment approaches. The course presents an overview of the role of genetics and brain function as they relate to addiction, the physiological and psychological problems caused by misuse of substances, as well as basic pharmacology of drugs of use. Issues concerning the legal system from basic laws to policy and how they impact people with addictive disorders will also be examined. **Prerequisites:** COUN 617 or SOCW 520. **Credits:** 3

#### **SOCW 526 - Child Welfare**

Child welfare services, public and private programs, children's rights, and issues affecting services for children and families. **Credits:** 3

#### **SOCW 527 - Trauma-Informed Social Work with Children**

This course will introduce students to the core concepts (general theory and foundational knowledge), informing evidence-based assessment and intervention for traumatized children and adolescents who are in the child welfare system. Trauma is broadly defined, and includes children and adolescents exposed to traumatic events including, abuse and neglect and witnessing interpersonal crime (e.g. domestic violence), community violence and other traumatic events who have come into contact with the child welfare system. The course will highlight the role of development, culture and empirical evidence in trauma-specific assessment, referral and interventions with children, adolescents and their families within a child welfare context. It will address the level of functioning of primary care giving environments and assess the capacity of the community and the child welfare system to facilitate restorative processes. **Credits:** 3

#### **SOCW 528 - School Social Work: Policy and Practice**

An examination of public school policy and practice. Current laws, professional standards, program development and evaluation are covered. **Credits:** 3

#### **SOCW 529 - Social Work With Older Adults**

Concepts and skills for effective practice with the aging; needs and strengths of older people, community resources, professional approaches to intervention. **Credits:** 3

#### **SOCW 530 - Integrated Health Care**

This course will introduce students to the practice of integrated behavioral health

in social work and address the challenges of integrating mental health and substance abuse with primary care. This course will focus on assessing and treating the behavioral health needs of patients in collaboration with multidisciplinary teams, providing brief interventions for persons with health, mental health, and substance use problems. **Credits:** 3

#### **SOCW 534 - Human Behavior in the Social Environment**

Multi-dimensional perspective on human behavior in the social environment and bio-psycho-social development across the life span. **Prerequisites:** Acceptance into the MSW program. **Credits:** 3

#### **SOCW 535 - Research**

Research methods, problems, issues and designs. **Prerequisites:** Acceptance into the MSW program. **Credits:** 3

#### **SOCW 545 - International Social Work**

Current trends and social issues, problems and solutions in countries around the world. **Credits:** 3

#### **SOCW 551 - Social Policy**

Overview of social policy analysis, programs, legal implications.

**Prerequisites:** Acceptance into the MSW program. **Credits:** 3

#### **SOCW 553 - Practice I: Foundations of Social Work Practice**

Overview of social work history, methods, professional ethics, and advanced generalist practice.

**Prerequisites:** Acceptance into the MSW program. **Credits:** 3

#### **SOCW 562 - Practice II:**

##### **Assessment and Psychopathology**

Overview of psychopathology and clinical social work assessment

**Prerequisites:** Acceptance into the MSW program. **Credits:** 3

#### **SOCW 564 - Organizational and Community Practice**

Application of social work knowledge, values and skills to practice with communities and organizations.

**Prerequisites:** Acceptance into the MSW program. **Credits:** 3

#### **SOCW 586 - Foundation Field Practicum and Seminar**

Supervised practicum in a social service agency or organization to apply theory and practice knowledge at the foundation level. **Prerequisites:** Acceptance into the MSW program and

successful completion of the 1st semester. **Credits:** 8

#### **SOCW 594 - Topics in Social Work**

Topics in social work. **Credits:** 1-3, R9

#### **SOCW 596 - Foundation Field Practicum Seminar**

This professional development seminar is taken in conjunction with SOCW 586: Foundation Field Practicum. The course integrates classroom-based learning with direct field practice experience through class discussion, processing of field experiences, self-reflection, and peer support. Students develop individualized field education learning contracts in collaboration with both the course instructor and agency field instructors.

**Prerequisites:** Acceptance into the MSW program and successful completion of first-semester Foundation classes. **Credits:** 2

#### **SOCW 627 - Practice III: Clinical Interventions- Theory and Practice**

Theory and practice of evidence-based clinical interventions **Prerequisites:** Acceptance into the MSW program.

**Credits:** 3

#### **SOCW 653 - Advanced Standing Bridge Course**

Overview of social work principles and skills covered in the professional foundation. **Prerequisites:** Acceptance into the Advanced Standing Program. **Credits:** 3

#### **SOCW 662 - Practice IV: Interventions with Families and Groups**

This course prepares students for practice with families and groups. Theory and practice principles are the focus, emphasizing diversity of family and group structures particularly with rural populations. Students learn how to lead and facilitate treatment groups focusing attention on group dynamics and processes. Students are expected to apply knowledge of theory to family intervention approaches with diverse populations as well as begin to formulate their own philosophy of family functioning through deepening their understanding of their family of origin and their professional use of self.

**Prerequisites:** Completion of MSW Foundation Year Courses or admission to the Advanced Standing MSW Program. **Credits:** 3

#### **SOCW 664 - Leadership and Management**

Concepts, principles, values and strategies for leadership and

management in human service organizations. **Credits:** 3

**SOCW 673 - Rural Community Advocacy**

Social and political advocacy: theories, methods and skills for social work practice in rural areas. **Prerequisites:** Acceptance into the MSW program.

**Credits:** 3

**SOCW 682 - Research Project in Social Work**

Research projects dealing with various fields and methods of social work.

**Prerequisites:** Approval of detailed project proposal by instructor. **Credits:** 3, R6

**SOCW 686 - Advanced Field Practicum and Integrative Seminar I**

Supervised practicum in a social service agency or organization to apply theory and practice knowledge at the advanced level. **Prerequisites:** Acceptance into the MSW program. **Credits:** 6

**SOCW 687 - Advanced Field Practicum and Integrative Seminar II**

Supervised practicum in a social service agency or organization to apply theory and practice knowledge at the professional level. **Prerequisites:** SOCW 686. **Credits:** 6

**Special Education**

**SPED 500 - Creative Thinking and Problem Solving**

Exploration of creative thinking; emphasis on current research and present methodologies of problem-solving.

**Credits:** 3

**SPED 504 - Educational Programs for Students with Behavioral Disorders**

Study of identification procedures, affective and behavioral techniques, and instructional programs for teaching students with behavioral disorders.

**Credits:** 3

**SPED 505 - Educational Programs for Students with Learning Problems**

Advanced approaches and methods for teaching students with learning problems. **Prerequisites:** SPED 401 or permission of instructor. **Credits:** 3

**SPED 507 - Behavioral and Social Needs of Exceptional Learners in the General Curriculum**

Principles and techniques of individual behavior management in the general curriculum. **Prerequisites:** Admission to the MAT program. **Credits:** 3

**SPED 528 - Programs and Services for Individuals with Severe/Profound Disabilities**

Addresses programs, services, and related issues relevant to the education and treatment of individuals with severe/profound disabilities. **Credits:** 3

**SPED 529 - Educational Programs for Students with Intellectual Disabilities**

Study of educational programs and services for students with intellectual disabilities. **Credits:** 3

**SPED 530 - Assessment and Functional Skill Instruction in the Adapted Curriculum**

Provides information on how to assess and teach daily living skills to students with significant intellectual disabilities. Clinical experiences required. **Credits:** 3

**SPED 532 - Assessing the Adapted Curriculum**

Methods for teaching academics to students with severe/profound and multiple disabilities. Field experience required. **Credits:** 3

**SPED 534 - Positive Behavior Supports for Students with Severe Disabilities, Advanced**

Exploring and using the current research to create and implement positive behavioral supports, functional behavioral assessments and support plans for students with severe disabilities. **Credits:** 3

**SPED 555 - Culturally Responsive Classroom Management for Exceptional Learners**

Theories and practices for creating and managing positive and culturally responsive classrooms. **Prerequisites:** Admission to Teacher Education. **Credits:** 3

**SPED 562 - Best Practices for Teaching Reading & Written Language to Exceptional Learners**

Methods and techniques for teaching reading to exceptional learners in the general curriculum. **Credits:** 3

**SPED 563 - Best Practices for Teaching Mathematics to Exceptional Learners**

Methods and techniques for teaching mathematics to exceptional learners in the general curriculum. Field experience required. **Credits:** 3

**SPED 567 - Reading, Writing, and Mathematics Curriculum for Students with Disabilities**

Remedial approaches and techniques for teaching reading, writing, and mathematics. **Credits:** 3

**SPED 571 - Foundations of Gifted and Creative Education**

Historical concepts of gifted education; definitions of giftedness; characteristics and unique needs of gifted and creative students; screening and identification procedures. **Credits:** 3

**SPED 575 - Methods and Models of Gifted and Creative Education**

Examination and analysis of the methods and models of gifted and creative education. **Credits:** 3

**SPED 577 - Curriculum Differentiation for Gifted and Creative Learners**

Exploration of ways to adapt content, process, product and the learning environment to provide appropriate learning experiences for gifted and creative students. **Credits:** 3

**SPED 585 - Advanced Methods to Teach Students with High Incidence Disabilities (Intern 1)**

Characteristics, needs, and advanced methods of teaching students with mild to moderate disabilities in the general curriculum. **Prerequisites:** Submit written application to Office of Field Experience, approval of application by instructor/advisor, and admission to Teacher Education Program **Credits:** 3

**SPED 586 - Accessing the Adapted Curriculum: Intern 1**

Methods for teaching academics to students with severe/profound and multiple disabilities. Intern 1 requirements will be completed in required field experience. **Prerequisites:** SPED 530. **Credits:** 3

**SPED 587 - Special Education Internship**

Supervised experience in a school or clinical setting. **Prerequisites:** Written application, approval of instructor/advisor, admission to Teacher Education, and a grade of C or better in SPED 586 (Adapted Curriculum concentration) or SPED 562, SPED 563, and SPED 585 (General Curriculum concentration). **Credits:** 3

**SPED 593 - Topics in Special Education**

Topics in Special Education **Prerequisites:** Permission of instructor. **Credits:** 1-3, R6

**SPED 603 - Administration of Special Education Programs**

Administrative practices and problems of organization, staffing, curricular development, and supervision of special education. **Credits:** 3

**SPED 604 - Theory and Practice in Early Intervention**

Legal issues, family involvement, parent partnerships, program evaluation, public policy, historical perspectives, models, and theories related to early intervention. **Credits:** 3

**SPED 606 - Intervention for Young Children with Developmental Disabilities**

Effective environments and programs, appropriate resources and support services, curricular adaptations, and instructional planning related to intervention for young children. **Credits:** 3

**SPED 620 - Education in a Diverse Society**

Prepares teachers to meet the learning needs of diverse student populations. **Credits:** 3

**SPED 632 - Preschool Disorders: Assessment and Evaluation**

Best practices in assessment for early intervention; assessment instruments, curriculum, family-centered approaches. **Credits:** 3

**SPED 633 - Collaboration with Families and Professionals**

Developing collaborative teams of parents, teachers, other professionals, and paraprofessionals for the education and support of individuals with disabilities. **Credits:** 3

**SPED 635 - Introduction to Autism Spectrum Disorders**

Characteristics of students with autism and related issues. **Credits:** 3

**SPED 636 - Evidence-Based Methods for Teaching Students with Autism Spectrum Disorders**

Strategies for educating students with autism will be described and practiced. **Credits:** 3

**SPED 639 - Teaching Exceptional Learners in Inclusive Classrooms**

Methods and techniques for teaching exceptional learners in the general curriculum. Clinical experience required. **Prerequisites:** Admission to Teacher Education. **Credits:** 3

**SPED 640 - Universal Design for Learning**

The study and application of Universal Design for Learning to address accommodations and modifications for diverse learners. **Credits:** 3

**SPED 681 - Seminar in Learning Disabilities**

Exploration of emerging theories and research influencing the teaching of individuals with learning disabilities. **Credits:** 3

**SPED 682 - Research in Special Education**

Theoretical and experimental research into techniques of teaching, investigation of problems, and educational systems. **Prerequisites:** Admission to the MAT or MAEd program. **Credits:** 3

**SPED 684 - Social and Emotional Issues of Exceptional Learners**

In-depth analysis of the social and emotional issues experienced by exceptional learners and exploration of practices addressing these in the classroom. **Credits:** 3

**SPED 687 - Practicum in Special Education**

Supervised experience in a school or clinical setting. **Credits:** 1-3, R9

**SPED 688 - Practicum in Special Education**

Supervised experience in a school or clinical setting. **Prerequisites:** Written application; approval of instructor and advisor. **Credits:** 1-3, R3

**SPED 779 - Continuing Research-Non-Thesis Option**

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements. **Prerequisites:** Must NOT be enrolled in a thesis program. **Credits:** 1-3

**SPED 793 - Special Topics in Special Education**

Special topics relevant to Special Education. **Credits:** 1-3, R6

**Sport Management**

**SM 615 - Critical Issues in Sport**  
Fundamental ethical, sociological, and legal frameworks will be discussed as well as applicable theoretical contributions. The course will emphasize the application of various theories to critical issues in sport by way of written responses. Teleological and deontological ethical theories, Aristotle's virtue ethics, Kantian ethics, Rawls moral reasoning criteria, as well as the theories of justice will be covered. The sociological theories will center on functionalism, conflict theory, symbolic interactionism, and feminism. Issues of negligence, torts, Constitutional law,

contracts, labor law, intellectual property, Title IX will round out the legal focus. The above-mentioned theories will be applied to sport-specific issues, which may include but are not limited to: competition, the values of sport, violence, aggression, corruption, criminal activity, performance enhancing drug use in sports, using Native Americans as mascots, sexism in sport, amateurism and the commercialization of athletics. This course will emphasize critical analysis, reading comprehension, debate/dialogue, by way of written analysis and evaluation. **Credits:** 3

**SM 620 - Sport Administration and Governance**

A systematic examination of the management and governance of contemporary sport organizations with an emphasis on organizational theory, leadership and managing diversity. **Credits:** 3

**SM 630 - Economic and Financial Aspects of Sport**

Advanced financial and economic theory and sound fiscal principles specific to the sport industry. **Credits:** 3

**SM 640 - Sport Marketing**

Basic knowledge and understanding of the theory and fundamentals of sport marketing in the sport business industry. **Credits:** 3

**SM 650 - Event and Facility Management**

Planning, development, and management of sport facilities and events, including event management, marketing and promotion and design, planning, and administration of facilities. **Credits:** 3

**SM 672 - Sport in the Global Marketplace**

Interdisciplinary examination of sport around the world. History, management, culture, and market dynamics will guide the study of regional and global sport organizations. Focus will be given to international sport leagues and teams, the globalization of sport, market dynamics, emerging contemporary issues in the global sports industry, and U.S. based sport organizations operating internationally. **Credits:** 3

**SM 676 - Strategic Communication in Sport**

This course will provide for an in-depth examination of the areas of sport communication at both the micro and macro levels. There will be an emphasis on industry and current trends. A

historical analysis, evolution and convergence of traditional and new media, including social media will be covered. Additional topics that will be examined include crisis communication, public relations, the use of data analytics and marketing in sport communication, meeting sport fan and consumer needs, legal concerns, and the impact of sociocultural issues in the media.

**Credits:** 3

**SM 683 - Practicum**

Experiences relating theory to practice in a specific area of sport management.

**Prerequisites:** Permission of advisor.

**Credits:** 9

**SM 684 - Sport Management Capstone**

SM 684 is a three-credit capstone course in which students have two options based upon their current employment status and professional development needs. Student may either complete an internship or a capstone project. The internship is a full-time experiential course to be completed with a sport or sport related organization that must last a minimum of five weeks and requires a minimum of 200 hours. The project option for the capstone requires students to work with a sport organization to complete a project that benefits the student's career. The project must be approved by the M.S. in Sport Management Program Coordinator. The Capstone course cannot be taken until at

least 6 hours of coursework in Sport Management have been completed.

**Prerequisites:** Permission of program coordinator. **Credits:** 3

**University Studies-  
Interdisciplinary**

**UE 501 - University Experience**

Introduction to an online learning environment. Emphasis on online resources, skills for success and community building. **Credits:** 0

**USI 693 - Topics in Graduate Education**

Topics in Graduate Education. **Credits:** 1-3, R6

## Graduate Faculty

### **Andrew D. Adams;**

Professor; Office, Dean, Fine & Performing Art; DMA, Univ of Colorado at Boulder\*, 2005; MM, Univ Illinois Urbana-Champaign, 1990; BM, Univ Missouri Kansas City, 1988; *Year of Appointment:* 2006

### **Erin Elizabeth Adams;**

Assoc Prof/Program Dir Interior Design; School of Art & Design; MS, Colorado State Univ Ft Collins, 2008; BS, Colorado State Univ Ft Collins, 2007; BA, Louisiana Tech University, 1996; *Year of Appointment:* 2008

### **Mary Adams;**

Associate Professor; English Studies; PHD, University of Houston, Main, 1995; MFA, University of Iowa, 1989; BA, Smith College, 1984; *Year of Appointment:* 1995

### **Gregory Patrick Adkison;**

Instructor; Biology; PHD, University of Kentucky, 2000; MA, Indiana State University, 1991; BSED, Jacksonville State University, 1988; BS, Jacksonville State University, 1987; *Year of Appointment:* 2002

**Mahmoud Aldeni;** Assistant Professor; Mathematics & Computer Science; PHD, Central Michigan University, 2019; *Year of Appointment:* 2019

### **Brook Tilahun Alemu;**

Associate Professor; School of Health Sciences; PHD, Old Dominion University, 2017; MPH, Eastern Virginia Med Sch of Me, 2014; MA, Foreign Institution, 2011; BA, Foreign Institution, 2007; *Year of Appointment:* 2018

### **Catherine Megan Allen;**

Associate Instructor; Social Work; MSW, Western Carolina University, 2011; *Year of Appointment:* 2017

### **Basel Alsayyed Ahmad;**

Assistant Professor; School of Engineering & Technology; PHD, Wayne State University, 1998; MS, Wayne State University, 1996; MS, NC Agri & Tech State Univ, 1987; *Year of Appointment:* 2020

### **Vittal Anantatmula;**

Professor; Econ, Mgt, Proj Mgt; DSC, George Washington University, 2004; MS, George Washington University, 1995; MBA, Foreign Institution, 1991; BS, Foreign Institution, 1977; *Year of Appointment:* 2005

### **Catherine Renee Andrews;**

Assistant Professor of Practice; Human Services; EDD, Western Carolina University, 2016; *Year of Appointment:* 2019

### **Kathleen Hague Armstrong;**

Adjunct Faculty; Psychology; PHD, University of South

Florida, 1996; EDS, University of Florida, 1975; MED, University of Florida, 1975; *Year of Appointment:* 2018

### **Barbara Hilton Arnold;**

Assistant Professor; Social Work; PHD, University of Georgia, Athens\*, 2023; MSW, University of Georgia, Athens\*, 2000; BSW, Appalachian State University, 1999; *Year of Appointment:* 2023

### **Karin Kia Asberg;**

Dept Head/Assoc Prof; Psychology; PHD, University of Central Florida, 2008; MS, University of Central Florida, 2005; BS, Florida State University, 2000; *Year of Appointment:* 2008

### **Thomas Duff Ashcraft;**

Distinguished Professor; School of Art & Design; MFA, Indiana Univ-Bloomington\*, 1982; *Year of Appointment:* 2015

### **Risto Atanasov;**

Dept Head/Professor; Mathematics & Computer Science; PHD, Binghamton University (SUNY), 2007; MA, Foreign Institution, 1998; BA, Foreign Institution, 1993; *Year of Appointment:* 2007

### **Julie Beth Baker;**

Adjunct Faculty; School of Nursing; DNP, Western Carolina University, 2019; MSN, University of Florida, 2009;



BSN, University of Florida, 2007; *Year of Appointment:* 2024

**Emily Star Balcken;** Adjunct Faculty; Social Work; MSW, Western Carolina University, 2011; BA, UNC at Chapel Hill, 1999; *Year of Appointment:* 2023

**Barbara E Ballentine;** Associate Professor; Biology; PHD, Duke University, 2006; MS, Auburn University, 2000; BS, UNC at Chapel Hill, 1993; *Year of Appointment:* 2013

**Jaclyn Marie Bandell;** FNP Program Director; School of Nursing; DNP, Western Carolina University, 2019; MSN, Emory University, 2014; BSN, Salisbury University, 2007; *Year of Appointment:* 2021

**Sarah Margaret Barkley;** Adjunct Faculty; Social Work; ; *Year of Appointment:* 2024

**Christopher Rawson Barnes;** Adjunct Faculty; Human Services; ; *Year of Appointment:* 2024

**Julia Barnes;** Professor; Mathematics & Computer Science; PHD, UNC at Chapel Hill, 1996; BS, University of Central Florida, 1990; *Year of Appointment:* 1996

**Renee Gladin Barnwell;** Adjunct Faculty; School of Nursing; MSN, Western Carolina University, 2015;

BSN, Western Carolina University, 1998; *Year of Appointment:* 2024

**Jennifer Mynes Barrett Tatum;** Associate Professor; School of Teaching and Learning; PHD, Georgia State University, 2013; MS, Univ of Tennessee, Knoxville\*, 2004; BS, Univ of Tennessee, Knoxville\*, 2003; *Year of Appointment:* 2017

**Tammy Lankford Barron;** Associate Prof/Lab Sch EC Admin; School of Teaching and Learning; PHD, UNC at Greensboro, 2015; MED, UNC at Greensboro, 2009; BA, UNC at Charlotte, 1999; *Year of Appointment:* 2016

**Robert J. Beaudet;** Associate Professor; School of Teaching and Learning; PHD, Florida State University, 1997; MS, University of South Florida, 1994; BS, University of South Florida, 1985; *Year of Appointment:* 2002

**James Curtis Beimborn;** Assistant Professor; Chemistry & Physics; BS, Western Carolina University, 2014; BS, Western Carolina University, 2014; *Year of Appointment:* 2023

**Aarti Bellara;** Assistant Professor; Human Services; PHD, University of South Florida, 2013; *Year of Appointment:* 2022

**Travis Bennett;** Professor; School of Music; DMA, Univ of Alabama, Tuscaloosa\*, 2003; MM, Univ of Alabama, Tuscaloosa\*, 2000; BM, Florida State University, 1998; *Year of Appointment:* 2006

**Christine Ciecierski Berger;** Assistant Professor - Practice; Human Services; PHD, Loyola College, 2009; MS, Loyola College, 2003; BA, Coll Holy Cross, 1996; *Year of Appointment:* 2024

**Janice Anne Black;** Assistant Professor; Ent, Hosp, Tourism, Mkt, Sports Mgt; PHD, Texas Tech University, 1995; *Year of Appointment:* 2021

**Eleanor Jane Blair;** Professor; School of Teaching and Learning; PHD, Univ of Tennessee, Knoxville\*, 1987; MS, Univ of Tennessee, Knoxville\*, 1982; MS, Univ of Tennessee, Knoxville\*, 1982; BS, Univ of Tennessee, Knoxville\*, 1977; *Year of Appointment:* 1993

**Jeremiah Benjamin Blankenship;** Clinical Assistant Professor; Physical Therapy; DSC, Andrews University, 2024; DPT, Arcadia University, 2017; MPT, Western Carolina University, 2009; MS, Univ South Carolina Columbia\*, 2005; *Year of Appointment:* 2024

**Lisa Arlene Bloom;**  
Professor; School of Teaching  
and Learning; EDD, West  
Virginia University, 1989; BS,  
Indiana Univ of Pennsylvania,  
1980; *Year of Appointment:*  
1989

**Candace H. Boan-Lenzo;**  
Assoc Prof; Psychology; PHD,  
Univ of Alabama,  
Tuscaloosa\*, 1998; MA, Univ  
of Alabama, Tuscaloosa\*,  
1995; BS, College of  
Charleston, 1993; *Year of  
Appointment:* 1998

**Michael David Boatright;**  
Associate Professor; English  
Studies; PHD, University of  
Georgia, Athens\*, 2011;  
MED, University of Georgia,  
Athens\*, 1999; BA, University  
of Georgia, Athens\*, 1998;  
*Year of Appointment:* 2012

**Andrew Jerome Bobilya;**  
Professor/Assistant  
Department Head; Human  
Services; PHD, Univ of  
Minnesota-Twin Cities, 2004;  
*Year of Appointment:* 2014

**Nathan Allan Borchelt;**  
Professor; Mathematics &  
Computer Science; PHD,  
Georgia State University,  
2005; MST, University of  
Florida, 1996; BS, Newberry  
College, 1994; *Year of  
Appointment:* 2011

**Venkata Surya Prabhakara  
Chaitanya Borra;** Assistant  
Professor; School of  
Engineering & Technology;  
PHD, University of Akron,

2020; *Year of Appointment:*  
2022

**Indrani Bose;** Professor;  
Biology; PHD, Duke  
University, 2001; MS, Foreign  
Institution, 1991; BS, Foreign  
Institution, 1989; *Year of  
Appointment:* 2007

**William Perry Bovender;**  
Adjunct Faculty; Psychology; ;  
*Year of Appointment:* 2024

**Erin Renee Bowman;**  
Adjunct Faculty; Social Work;  
; *Year of Appointment:* 2024

**Jonathan Lennon Bradshaw;**  
Associate Professor; English  
Studies; PHD, Miami  
University-Oxford, 2016; MA,  
Appalachian State University,  
2008; BA, Campbell  
University, 2005; *Year of  
Appointment:* 2016

**Susan Smith Braithwaite;**  
Assistant Professor; School of  
Health Sciences; PHD, NC  
State University at Raleigh,  
2014; MAED, NC State  
University at Raleigh, 2007;  
BS, Western Carolina  
University, 1988; *Year of  
Appointment:* 2012

**Kathleen Mary Brennan;**  
Professor; Anthropology &  
Sociology; PHD, Kent State  
University, Kent, 2002; MA,  
Kent State University, Kent,  
1998; BA, Hiram College,  
1995; *Year of Appointment:*  
2003

**Patricia L. Bricker;**  
Distinguished Professor;  
Office, Dean, Educ & Allied  
Prof; EDD, Univ of Tennessee,  
Knoxville\*, 2005; MS,  
University of Rochester,  
1993; MSED, University of  
Rochester, 1993; BS, Cornell  
University, 1989; *Year of  
Appointment:* 2001

**Lisa T Briggs;** Professor;  
Criminology & Criminal  
Justice; PHD, NC State  
University at Raleigh, 2006;  
MS, NC State University at  
Raleigh, 1998; MPA, Western  
Carolina University, 1989; BS,  
Western Carolina University,  
1987; *Year of Appointment:*  
2002

**Alleyn Patricia Broomell;**  
Assistant Professor;  
Psychology; PHD, VA Polytech  
Inst & State Univ, 2019; MS,  
VA Polytech Inst & State Univ,  
2016; BS, Emory University,  
2012; *Year of Appointment:*  
2019

**Stephen E. Brown;** Professor;  
Criminology & Criminal  
Justice; MS, Eastern Kentucky  
University, 1975; BA, Eastern  
Kentucky University, 1973;  
PHD, Univ Maryland College  
Park\*, 1973; *Year of  
Appointment:* 2008

**Hannah Southerland Buie  
Buala;** Assistant Professor;  
Psychology; PHD, Univ  
Arizona, 2023; MA, Western  
Carolina University, 2019; BA,

UNC at Chapel Hill, 2010;  
*Year of Appointment:* 2023

**Rangika Surangi Hikkaduwa**

**Koralege;** Assistant Professor; Chemistry & Physics; PHD, Oklahoma State University, 2014; BS, Foreign Institution, 2007; *Year of Appointment:* 2018

**Yue Cai Hillon;** Distinguished Professor; Acct, Fin, Info Sys, Bus Law; PHD, New Mexico St Univ Las Cruces, 2006; MBA, New Mexico St Univ Las Cruces, 2003; BSBA, New Mexico St Univ Las Cruces, 2002; *Year of Appointment:* 2014

**Jennifer Lyn Hinton;** Professor; School of Health Sciences; PHD, Clemson University, 2000; MS, Indiana Univ-Bloomington\*, 1994; BS, Kent State University, Kent, 1991; *Year of Appointment:* 2008

**Mark Armiger Holliday;** Professor; Mathematics & Computer Science; PHD, Univ Wisc Madison\*, 1986; MS, Univ Wisc Madison\*, 1982; BA, University of Virginia, 1978; *Year of Appointment:* 1994

**Denise Drury Homewood;** Bardo Arts Center Exec Dir; Bardo Arts Center; MA, Florida State University, 2007; *Year of Appointment:* 2010

**Sara Snyder Hopkins;** Assistant Professor; Anthropology & Sociology; PHD, Columbia Univ Columbia College, 2016; MPHL, Columbia Univ Columbia College, 2010; MA, Columbia Univ Columbia College, 2008; BA, UNC at Chapel Hill, 2000; *Year of Appointment:* 2016

**Cory Lee Howk;** Associate Professor; Mathematics & Computer Science; PHD, Iowa State University, 2010; MA, Minnesota State Univ Mankato, 2005; BA, Minnesota State Univ Mankato, 2003; *Year of Appointment:* 2012

**Beth Huber;** Associate Professor; English Studies; PHD, Univ Missouri Kansas City, 2002; MA, Univ Missouri Kansas City, 1997; BA, Univ Missouri Kansas City, 1995; *Year of Appointment:* 2004

**David Griffin Hudson;** Dept Head/Distinguished Prof; Physical Therapy; PHD, University of Delaware, 2004; MS, University of Delaware, 1999; BS, Ithaca College, 1989; *Year of Appointment:* 2007

**Carmen Louise Huffman;** Assoc Provost- Academic Affairs; Office of the Provost; PHD, Univ Maryland College Park\*, 2005; BS, Univ Rhode Island, 2001; *Year of Appointment:* 2005

**Scott W. Huffman;** Professor; Chemistry & Physics; PHD, Univ Rhode Island, 2001; MS, UNC Wilmington, 1997; BS, UNC Wilmington, 1994; *Year of Appointment:* 2005

**Summer Huntley-Dale;** Associate Professor of Practice; School of Nursing; PHD, University of Phoenix, 2015; *Year of Appointment:* 2012

**Jeremy Hyman;** Professor/Department Head; Biology; PHD, UNC at Chapel Hill, 2001; BA, University of Chicago, 1993; *Year of Appointment:* 2006

**Kathy M. Jaqua;** Professor; Mathematics & Computer Science; PHD, Washington State Univ, 1994; MS, Oregon State University, 1990; BS, East Tennessee State Univ, 1981; *Year of Appointment:* 1994

**Ian MacDonald Jeffress;** Associate Professor; School of Music; DMA, Univ South Carolina Columbia\*, 2013; MM, Ithaca College, 2004; BM, Furman University, 2002; *Year of Appointment:* 2007

**James Nathaniel Johnson;** Professor; Econ, Mgt, Proj Mgt; PHD, Washington State Univ, 2013; MPA, Univ of Tennessee, Knoxville\*, 2002; BS, Univ of Tennessee, Knoxville\*, 1999; *Year of Appointment:* 2013

**Elizabeth H. Jones;** Adjunct Faculty; Acct, Fin, Info Sys, Bus Law; PHD, Indiana Univ-Bloomington\*, 1988; MBA, Indiana Univ-Bloomington\*, 1987; MBA, Indiana Univ-Bloomington\*, 1987; MS, University of Memphis, 1983; BS, Univ Illinois Urbana-Champaign, 1976; *Year of Appointment:* 2024

**Jeremy Brian Jones;** Associate Professor; English Studies; MFA, University of Iowa, 2009; BA, Elon University, 2004; *Year of Appointment:* 2014

**Joshua David Jones;** Clinical Assistant Professor; Physical Therapy; DPT, Western Carolina University, 2015; BS, Bryan College, 2011; *Year of Appointment:* 2021

**Karen L. Kandi;** Associate Instructor; Biology; PHD, University of Georgia, Athens\*, 1996; BA, Knox College, 1988; *Year of Appointment:* 2008

**Yee Kao;** Associate Professor; Chemistry & Physics; PHD, VA Polytech Inst & State Univ, 2010; BS, Foreign Institution, 2003; *Year of Appointment:* 2010

**Hayrettin Bora Karayaka;** Professor; School of Engineering & Technology; PHD, Ohio State Univ Columbus, 2000; MS, Foreign Institution, 1990; BS, Foreign

Institution, 1987; *Year of Appointment:* 2012

**Kate Maureen Kelleher;** Instructor; Comm Sciences & Disorders; MA, Appalachian State University, 2006; BS, Appalachian State University, 2004; *Year of Appointment:* 2022

**Kelly Renee Kelley;** Professor/UP Director; School of Teaching and Learning; PHD, UNC at Charlotte, 2011; MA, Western Carolina University, 2006; BS, Western Carolina University, 2003; *Year of Appointment:* 2010

**Rani Sheereen Khan;** Adjunct Faculty; School of Nursing; DNP, Frontier Nursing University, 2022; MSN, Emory University, 2003; BSN, Univ Michigan Ann Arbor\*, 2002; *Year of Appointment:* 2023

**Euisoo Kim;** Assistant Professor; Ent, Hosp, Tourism, Mkt, Sports Mgt; PHD, University of Georgia, Athens\*, 2021; MBA, Cornell University, 2012; BS, Foreign Institution, 2003; *Year of Appointment:* 2024

**Kristina Marie Kinard;** Adjunct Faculty; School of Nursing; MSN, Clemson University, 2001; BSN, Clemson University, 1997; *Year of Appointment:* 2024

**David Andrew Kinner;** Dean Coll of Arts & Sciences; Office, Dean, Arts & Sciences; PHD, Univ of Colorado at Boulder\*, 2003; MS, Univ of Colorado at Boulder\*, 1999; BA, Amherst College, 1996; *Year of Appointment:* 2006

**Brent Kinser;** Professor; English Studies; PHD, UNC at Chapel Hill, 2005; MA, Illinois State University, 2000; BA, Illinois State University, 1998; *Year of Appointment:* 2005

**James Kevin Kirkpatrick;** Studio Tech/Inst; School of Art & Design; MFA, Bard College, 1992; BFA, Western Carolina University, 1988; *Year of Appointment:* 2005

**Heather Catherine Kissack;** Adjunct Faculty; Human Services; MS, Northeastern State University, 2005; BA, University of Oklahoma, Norman, 2003; *Year of Appointment:* 2023

**Brian Donald Kloeppel;** Professor; Geosciences & Natural Resources; PHD, Univ Wisc Madison\*, 1998; MS, Penn State Univ-Univ Park, 1992; BS, Univ Wisc Madison\*, 1989; *Year of Appointment:* 2008

**Mary Colleen Knowlton;** ABSN Program Director/Associate Professor; School of Nursing; DNP, Case Western Reserve Univ, 2010; MS, Duke University, 1999; BS, Marquette University,

1993; *Year of Appointment:* 2010

**Richard Anthony Kral;** Adjunct Faculty; School of Nursing; DNP, Western Carolina University, 2019; BSN, Excelsior University, 2016; *Year of Appointment:* 2024

**Mark R. Budden;** Professor; Mathematics & Computer Science; PHD, Univ Missouri Columbia\*, 2003; MA, Univ Missouri Columbia\*, 1999; BS, Louisiana St Univ A&M College, 1997; *Year of Appointment:* 2010

**Matthew Darren Burleson;** Instructor; Chemistry & Physics; MS, Western Carolina University, 2016; BS, Western Carolina University, 2015; *Year of Appointment:* 2021

**Carol Burton;** Vice Provost; Office of the Provost; EDD, NC State University at Raleigh, 2007; MAED, Western Carolina University, 1989; BS, Western Carolina University, 1987; *Year of Appointment:* 1989

**Pamela K. Buskey;** Teaching Associate Professor; School of Teaching and Learning; EDD, Western Carolina University, 2013; MA, University of Findlay, 1993; BS, Ohio State Univ Columbus, 1987; *Year of Appointment:* 2014

**David J Butcher;** Professor; Chemistry & Physics; PHD, University of Connecticut, 1990; BS, Univ of Vermont & St Agri Coll, 1982; *Year of Appointment:* 1990

**Brian D Byrd;** Professor; School of Health Sciences; PHD, Tulane University, 2009; MSPH, Tulane University, 2002; BA, Univ North Carolina Asheville, 2000; *Year of Appointment:* 2008

**Erin Elizabeth Callahan;** Associate Professor; English Studies; PHD, Duke University, 2013; MA, Duke University, 2011; BA, Yale University, 2000; *Year of Appointment:* 2013

**Jonathan Mark Campbell;** Professor; Psychology; PHD, University of Memphis, 2000; MA, Western Carolina University, 1995; BA, UNC at Chapel Hill, 1991; *Year of Appointment:* 2018

**Tara Michelle Campbell;** Clinical Assistant Professor; School of Teaching and Learning; PHD, Georgia State University, 2015; MA, Piedmont University, 2001; BA, Mercer University, Macon, 1992; *Year of Appointment:* 2021

**Andrew Michael Carnes;** Assoc Prof/School Dir EMPM; Econ, Mgt, Proj Mgt; PHD, West Virginia University, 2015; MS, West Virginia University, 2011; BS, Western

Carolina University, 2010; BSBA, Western Carolina University, 2010; *Year of Appointment:* 2015

**William Samuel Carrell;** Adjunct Faculty; Human Services; PHD, Univ Texas Tyler, 2018; MBA, Univ Texas Tyler, 2010; *Year of Appointment:* 2022

**Catherine W. Carter;** Professor; English Studies; PHD, University of Delaware, 1999; MA, University of Delaware, 1991; BA, St Marys College Md, 1989; *Year of Appointment:* 1999

**John Andrew Carzoli;** Clinical Associate Professor/Associate Department Head; Physical Therapy; EDD, Western Carolina University, 2021; DPT, Washington Univ in St. Louis, 2012; MPT, Augusta University, 1999; BS, Auburn University, 1996; *Year of Appointment:* 2012

**Samantha Anne Castelblanco;** Teaching Assistant Professor; Psychology; PHD, East Tennessee State Univ, 2022; *Year of Appointment:* 2022

**Machelle Jeanene Cathey;** Clinical Inst/Clinic Supvr; Interim Proj INTERACT Coord; Comm Sciences & Disorders; MS, Western Carolina University, 1998; *Year of Appointment:* 2021

**Lori A. Caudle;** Adjunct Faculty; Human Services; PHD, Univ of Tennessee, Knoxville\*, 2010; MS, Univ of Tennessee, Knoxville\*, 2004; BS, Univ of Tennessee, Knoxville\*, 2003; *Year of Appointment:* 2024

**Utpal R Chakraborty;** Associate Instructor; Chemistry & Physics; PHD, University of Chicago, 1978; MS, Foreign Institution, 1971; BS, Foreign Institution, 1969; *Year of Appointment:* 2016

**Kevin Owen Clark;** Adjunct Faculty; Kimmel School of Construction Mngmt; BA, Univ North Carolina Asheville, 1979; *Year of Appointment:* 2024

**Mae Miller Claxton;** Professor; English Studies; PHD, University of Georgia, Athens\*, 1998; MA, UNC at Chapel Hill, 1990; BA, University of Georgia, Athens\*, 1988; *Year of Appointment:* 1996

**Robert John Clines;** Associate Professor; History; MA, Miami University-Oxford, 2011; BA, John Carroll University, 2007; *Year of Appointment:* 2014

**Heather Adeline Bradbury Coan;** Associate Professor; Biology; PHD, Wake Forest University, 2011; BS, Appalachian State University,

2005; *Year of Appointment:* 2013

**Andrew S. Coburn;** Assoc Dir Study Dev Shorelines; Program for Study of Dev Shorelines; MA, Duke University, 1993; *Year of Appointment:* 2006

**Brian George Collin;** Adjunct Faculty; Psychology; PHD, Spalding University, 2022; MA, Spalding University, 2019; PHD, Univ of Alabama, Tuscaloosa\*, 2014; BA, UNC at Chapel Hill, 2009; *Year of Appointment:* 2024

**Todd A. Collins;** Professor/Dept Head; Political Science & Public Affairs; PHD, University of Georgia, Athens\*, 2007; JD, UNC at Chapel Hill, 2000; BA, UNC at Chapel Hill, 1997; *Year of Appointment:* 2007

**John Frazier Connet;** Adjunct Faculty; Political Science & Public Affairs; MPA, Appalachian State University, 1997; BA, Western Carolina University, 1992; *Year of Appointment:* 2024

**Christopher A. Cooper;** Professor; Political Science & Public Affairs; PHD, Univ of Tennessee, Knoxville\*, 2002; MA, Univ of Tennessee, Knoxville\*, 1999; BA, Winthrop University, 1997; *Year of Appointment:* 2002

**Karena Joan Cooper-Duffy;** Professor; School of Teaching

and Learning; PHD, Lehigh University, 1997; MAED, Lehigh University, 1991; BS, Allentown Business College, 1988; *Year of Appointment:* 1998

**James Thomas Costa;** Exec Dir Hbs/Prof; Highlands Biological Station; PHD, University of Georgia, Athens\*, 1992; MA, University of Georgia, Athens\*, 1988; BS, University at Buffalo, SUNY, 1985; *Year of Appointment:* 1996

**Kia Hendrix Countess;** Assistant Professor of Practice; School of Nursing; DNP, Univ Alabama Huntsville, 2015; MSN, Walden University, 2008; BSN, UNC Wilmington, 1997; *Year of Appointment:* 2018

**Christopher Cox;** Assistant Professor; Kimmel School of Construction Mngmt; PHD, Texas A&M University, 2020; MBA, Alaska Pacific University, 1992; MS, University of Houston, Main, 1985; *Year of Appointment:* 2021

**Philip Edward Coyle;** Professor; Anthropology & Sociology; PHD, Univ Arizona, 1997; BA, San Francisco State University, 1987; *Year of Appointment:* 1998

**Richard Todd Creasy;** Director of Engagement & CEI Director; Econ, Mgt, Proj Mgt; DMGT, Case Western

Reserve Univ, 2007; MS, University of Memphis, 1989; MBA, University of Memphis, 1987; BBA, University of Memphis, 1985; *Year of Appointment:* 2011

**Mary Katherine Crisp;**

Adjunct Faculty; Social Work; MSW, Western Carolina University, 2012; BSW, Western Carolina University, 2010; *Year of Appointment:* 2024

**Robert K. Crow;** Associate Professor; Human Services; PHD, Univ South Carolina Columbia\*, 2006; MA, Citadel Military College of SC, 2001; BA, College of Charleston, 1997; *Year of Appointment:* 2006

**Wendy Logan Cuellar;**

Adjunct Faculty; Human Services; MAED, Western Carolina University, 1994; *Year of Appointment:* 2024

**Russell Clay Curtis;**

Professor; Human Services; PHD, UNC at Greensboro, 2000; MHD, UNC at Charlotte, 1993; BA, NC State University at Raleigh, 1988; *Year of Appointment:* 2000

**Mariana Da Costa;** Assistant Professor; School of Nursing; MSN, East Tennessee State Univ, 2017; BSN, University of Miami, 2007; BA, University of Florida, 2006; *Year of Appointment:* 2019

**Ya Dai;** Assistant Professor; Acct, Fin, Info Sys, Bus Law; PHD, Univ Texas San Antonio, 2014; MS, Univ Texas San Antonio, 2007; BA, Foreign Institution, 1995; *Year of Appointment:* 2021

**Bryan Blake Darden;** Adjunct Faculty; Ent, Hosp, Tourism, Mkt, Sports Mgt; DBA, UNC at Charlotte, 2021; MBA, Fayetteville State University, 2018; MA, Appalachian State University, 2012; BS, Appalachian State University, 2010; *Year of Appointment:* 2022

**Bethany Ann Davidson;**

Assistant Professor; Ent, Hosp, Tourism, Mkt, Sports Mgt; PHD, Antioch College, 2018; MBA, Western Carolina University, 2004; BS, Univ of Minnesota-Twin Cities, 1995; BS, Univ of Minnesota-Twin Cities, 1995; *Year of Appointment:* 2019

**Thales De Nardo;** Assistant Professor; Comm Sciences & Disorders; PHD, Univ Louisiana Lafayette, 2017; MS, Bowling Green State Univ, 2011; BA, Ohio State Univ Columbus, 2009; *Year of Appointment:* 2021

**Channa Ruwan De Silva;**

Department Head/Professor; Chemistry & Physics; PHD, Univ Arizona, 2007; BS, Foreign Institution, 2001; *Year of Appointment:* 2010

**Zachary James DeMeester;** Adjunct Faculty; Physical Therapy; ; *Year of Appointment:* 2023

**Annette Debo;** Dept Head/Professor; English Studies; PHD, Univ Maryland College Park\*, 1998; MA, VA Polytech Inst & State Univ, 1990; BS, VA Polytech Inst & State Univ, 1986; *Year of Appointment:* 2001

**Andrew Craig Denson;** Professor; History; PHD, Indiana Univ-Bloomington\*, 2000; MA, Indiana Univ-Bloomington\*, 1994; BA, Univ Illinois Urbana-Champaign, 1992; *Year of Appointment:* 2004

**Sloan Evans Despeaux;** Professor; Mathematics & Computer Science; PHD, University of Virginia, 2002; MS, Florida State University, 1997; BA, Francis Marion University, 1995; *Year of Appointment:* 2002

**Jackson David Deziel;** Associate Professor; School of Health Sciences; PHD, UNC at Charlotte, 2015; MPAD, NC State University at Raleigh, 2011; *Year of Appointment:* 2015

**Brian D. Dinkelmeyer;** Assoc Professor; Chemistry & Physics; PHD, Stony Brook University, 1999; BA, Stony Brook University, 1992; BS, Stony Brook University, 1992; *Year of Appointment:* 2001

**Kathryn Eileen Dorney;** Instructor; Comm Sciences & Disorders; PHD, UNC at Chapel Hill, 2021; *Year of Appointment:* 2022

**David R Dorondo;** Professor; History; DPHIL, Foreign Institution, 1988; MA, Univ South Carolina Columbia\*, 1984; BA, Armstrong State University, 1980; *Year of Appointment:* 1987

**Kristy Kowalske Doss;** Assistant Professor; School of Teaching and Learning; PHD, University of Georgia, Athens\*, 2013; MAED, Western Carolina University, 2008; BSED, Appalachian State University, 1995; *Year of Appointment:* 2017

**Nora Doyle;** Associate Professor; History; PHD, UNC at Chapel Hill, 2013; *Year of Appointment:* 2022

**Jeanne R. Dulworth;** Teaching Assistant Professor; Social Work; DSW, Univ Saint Thomas Mn, 2019; MSW, Univ South Carolina Columbia\*, 1998; BS, Western Carolina University, 1996; *Year of Appointment:* 2000

**Pamela Yvonne Duncan;** Associate Professor; English Studies; MA, NC State University at Raleigh, 1996; BA, UNC at Chapel Hill, 1983; *Year of Appointment:* 2008

**Derrek Butler Dunn;** Adjunct Faculty; Kimmel School of Construction Mngmt; MCM, Western Carolina University, 2014; PHD, VA Polytech Inst & State Univ, 1998; BS, NC Agri & Tech State Univ, 1989; *Year of Appointment:* 2018

**Edward Roy Duranty;** Assistant Professor; Chemistry & Physics; PHD, Univ of Tennessee, Knoxville\*, 2015; *Year of Appointment:* 2022

**Terrica Marie Durbin;** Dir School of Nursing/Associate Professor; School of Nursing; PHD, Univ of Tennessee, Knoxville\*, 2020; DNP, Univ of Tennessee, Knoxville\*, 2013; MS, Univ of Tennessee, Knoxville\*, 2009; BS, Lewis-Clark State College, 1999; *Year of Appointment:* 2021

**Jane M. Eastman;** Associate Professor; Anthropology & Sociology; PHD, UNC at Chapel Hill, 1999; MA, UNC at Chapel Hill, 1990; BA, UNC at Chapel Hill, 1986; *Year of Appointment:* 2001

**Megan Ann Eckardt;** Associate Instructor; Biology; MS, Western Carolina University, 2013; BS, Vanderbilt University, 2008; *Year of Appointment:* 2016

**Gail Marie Councill Elliott;** Assoc Prof of Practice; School of Nursing; PHD, UNC at Greensboro, 2021; MSN, Western Carolina University,

2013; BSN, Western Carolina University, 2009; BA, Univ North Carolina Asheville, 2004; *Year of Appointment:* 2013

**Kimberly L. Elliott;** Teaching Assistant Professor; School of Teaching and Learning; EDD, Appalachian State University, 2008; EDS, Appalachian State University, 2002; MSA, Appalachian State University, 2001; *Year of Appointment:* 2021

**Lydia Elliott;** Assoc Professor of Practice; School of Nursing; MSN, Western Carolina University, 2002; BSN, Florida International Univ, 1991; *Year of Appointment:* 2008

**Heather Mae Erickson;** Associate Professor; School of Art & Design; MFA, Cranbrook Academy of Art, 2004; BFA, The University of the Arts, 2000; *Year of Appointment:* 2014

**Yang Fan;** Professor; Econ, Mgt, Proj Mgt; MS, South Dakota Sch Mines Tech, 2004; PHD, Foreign Institution, 1999; MS, Foreign Institution, 1996; *Year of Appointment:* 2008

**Chip W. Ferguson;** Associate Dean/Professor; Office of the Dean, Engineer & Tech; EDD, Western Carolina University, 2008; MS, Univ Southern Mississippi, 1997; BS, Univ



Southern Mississippi, 1995;  
*Year of Appointment:* 2002

**Robert Hunt Ferguson;**  
Associate Professor; History;  
PHD, UNC at Chapel Hill,  
2012; MA, Western Carolina  
University, 2004; BA,  
Western Carolina University,  
2001; *Year of Appointment:*  
2012

**Donald Alphonse Fischer;**  
Assistant Professor;  
Chemistry & Physics; PHD,  
University of Georgia,  
Athens\*, 2018; BS, Evergreen  
State College, 2011; *Year of  
Appointment:* 2018

**Larry Blaine Fisher;** Assistant  
Professor; School of Teaching  
and Learning; PHD, UNC at  
Charlotte, 2018; *Year of  
Appointment:* 2022

**Frank Louis Forcino;** Sci Educ  
Prog Dir/Assoc Prof;  
Geosciences & Natural  
Resources; PHD, Foreign  
Institution, 2013; MS, San  
Diego State University, 2009;  
BS, West Chester University,  
2007; *Year of Appointment:*  
2014

**Melodie Henson Frick;**  
Professor; Human Services;  
PHD, University of Virginia,  
2009; MS, Western Carolina  
University, 1997; BA, UNC at  
Greensboro, 1993; *Year of  
Appointment:* 2012

**Henry Kevin Fulk;** Associate  
Professor; Acct, Fin, Info Sys,  
Bus Law; PHD, University of

Houston, Main, 2008; MBA,  
University of Kansas, 2000;  
JD, University of Kansas,  
1998; *Year of Appointment:*  
2020

**Maria Diane Gainey;**  
Associate Professor;  
Chemistry & Physics; PHD,  
Wake Forest University,  
2008; BS, Appalachian State  
University, 2003; *Year of  
Appointment:* 2015

**Meghan June Gangel;**  
Assistant Professor;  
Psychology; PHD, UNC at  
Greensboro, 2016; *Year of  
Appointment:* 2022

**Mariano Garrido-Lopez;** Dir  
of Graduate Programs/Assoc  
Prof; Office of the Dean,  
Business; PHD, Foreign  
Institution, 2012; MBA,  
Foreign Institution, 1998;  
MS, Foreign Institution,  
1992; *Year of Appointment:*  
2016

**Brian W. Gastle;** Professor;  
English Studies; PHD,  
University of Delaware, 1998;  
MA, University of Delaware,  
1991; BA, Suny Coll Buffalo,  
1989; *Year of Appointment:*  
1998

**Marie-Line Germain;**  
Professor; Human Services;  
PHD, Barry University, 2006;  
MA, Foreign Institution,  
1993; BA, Foreign Institution,  
1992; *Year of Appointment:*  
2010

**William Keith Gibbs;**  
Assistant Professor;  
Geosciences & Natural  
Resources; PHD, Tennessee  
Tech University, 2013; *Year of  
Appointment:* 2019

**Larry Dwayne Gilley;** Adjunct  
Faculty; School of Health  
Sciences; ; *Year of  
Appointment:* 2024

**Ruth Turner Goins;**  
Distinguished Professor;  
Social Work; PHD, Univ of  
Massachusetts, Boston,  
1997; MS, Univ of  
Massachusetts, Boston,  
1994; BA, East Carolina  
University, 1992; *Year of  
Appointment:* 2013

**Enrique A. Gomez;** Associate  
Professor; Chemistry &  
Physics; PHD, Univ of  
Alabama, Tuscaloosa\*, 2006;  
MS, Univ of Alabama,  
Tuscaloosa\*, 2003; BS, Univ  
of California-Santa Cruz,  
1998; *Year of Appointment:*  
2007

**Gael N Graham;** Professor;  
History; PHD, Univ Michigan  
Ann Arbor\*, 1990; MA, Univ  
Michigan Ann Arbor\*, 1984;  
BA, Univ of California-Santa  
Cruz, 1980; *Year of  
Appointment:* 1990

**Andrew J Grandage;**  
Assistant Professor; Political  
Science & Public Affairs;  
MPA, University of Georgia,  
Athens\*, 2016; *Year of  
Appointment:* 2020

**Heidi Lynn Grappendorf;** Professor; Ent, Hosp, Tourism, Mkt, Sports Mgt; PHD, Univ New Mexico Albuquerque, 2001; MA, Univ Northrn Colorado, 1996; BA, Dana College, 1995; *Year of Appointment:* 2018

**James Emmons Gregory;** Adjunct Faculty; Physical Therapy; DPT, Uni St. Augustine Health Sci, 2008; BS, Clemson University, 2003; *Year of Appointment:* 2024

**Jennifer Lea Griffin;** Adjunct Faculty; Psychology; MA, Appalachian State University, 2000; BA, Hendrix College, 1996; *Year of Appointment:* 2023

**Cathy Lauren Grist;** Professor; Human Services; PHD, Univ of Tennessee, Knoxville\*, 2007; MA, Western Carolina University, 1994; BA, Auburn University, 1991; *Year of Appointment:* 1995

**Angela Johnson Grube;** Dean/Professor; Office of the Dean, Business; PHD, Florida State University, 1998; MPA, Georgia Coll & State Univ, 1994; MS, Georgia Southern University, 1992; MS, Georgia Southern University, 1992; BBA, Georgia Coll & State Univ, 1991; BBA, Georgia Coll & State Univ, 1991; *Year of Appointment:* 1999

**Danny P. Grube;** Professor; School of Teaching and

Learning; PHD, Florida State University, 1998; MSED, Troy University, Troy, 1995; BSED, Lyndon State College, 1989; *Year of Appointment:* 1999

**Needham Yancey Gulley;** Professor; Human Services; PHD, University of Georgia, Athens\*, 2012; MED, NC State University at Raleigh, 2003; BA, UNC Wilmington, 2000; *Year of Appointment:* 2016

**Inhyuck Ha;** Professor; Econ, Mgt, Proj Mgt; PHD, Univ of Minnesota-Twin Cities, 1999; MS, Univ Wisc Madison\*, 1993; BA, Yonsei University, 1987; *Year of Appointment:* 2003

**Julia Brooke Haager;** Assistant Professor; History; PHD, Binghamton University (SUNY), 2022; MA, Binghamton University (SUNY), 2015; MA, California St Univ-Los Angeles, 2011; BA, Seattle Pacific University, 2007; *Year of Appointment:* 2023

**Sur Ah Hahn;** Associate Professor; Social Work; MSW, University of Kansas, 2008; *Year of Appointment:* 2013

**Ann Hallyburton;** Assistant Professor; School of Health Sciences; DHSC, Radford University, 2023; MPH, UNC at Chapel Hill, 2013; MSLS, UNC at Chapel Hill, 2003; *Year of Appointment:* 2004

**Jordan Chase Harless;** Assistant Professor; Social Work; PHD, East Tennessee State Univ, 2023; MSW, Western Carolina University, 2018; BS, East Tennessee State Univ, 2013; *Year of Appointment:* 2024

**Lisabeth Lynn Harmer;** Assistant Professor; Social Work; DSW, Univ Saint Thomas Mn, 2021; MSW, Western Carolina University, 2010; BA, Salem College, 2004; *Year of Appointment:* 2016

**April Melissa Harmon;** Adjunct Faculty; School of Nursing; MSN, Western Carolina University, 2016; BSN, Western Carolina University, 2014; *Year of Appointment:* 2024

**Adam Harris;** Assistant Professor - Practice; School of Engineering & Technology; PHD, UNC at Charlotte, 2014; *Year of Appointment:* 2022

**Darby McGrady Harris;** Associate Instructor; Biology; PHD, University of Kentucky, 2011; MS, Western Carolina University, 2005; BS, Western Carolina University, 1997; *Year of Appointment:* 2012

**Kyle Edmund Harvey;** Assistant Professor; History; PHD, Cornell University, 2019; *Year of Appointment:* 2019

**Joseph Mahboub Hashem;**  
Assistant Professor; Acct, Fin,  
Info Sys, Bus Law; PHD, Kent  
State University, Kent, 2023;  
MBA, Foreign Institution,  
2016; BSBA, Foreign  
Institution, 2013; *Year of  
Appointment:* 2023

**Michael Todd Hatley;**  
Adjunct Faculty; School of  
Health Sciences; MBA,  
Pfeiffer University, 1999; BS,  
North Carolina Wesleyan  
Coll, 1995; *Year of  
Appointment:* 2024

**Reece Christopher Hayes;**  
Teaching Assistant Professor;  
School of Health Sciences;  
DA, Temple University, 2024;  
MAT, Ohio University, Athens,  
2018; BS, Eastern  
Washington University, 2016;  
*Year of Appointment:* 2024

**Jacob Michael Heiling;**  
Assistant Professor; Biology;  
PHD, NC State University at  
Raleigh, 2019; BS, The Univ  
of Texas at Austin, 2013; *Year  
of Appointment:* 2023

**David Graham Henderson;**  
DH/Associate Professor;  
Philosophy & Religion; PHD,  
Texas A&M University, 2008;  
MS, Texas A&M University,  
2006; BA, Bryan College,  
2002; *Year of Appointment:*  
2008

**Mickey Bruce Henson;**  
Assistant Professor Of  
Practice; Kimmel School of  
Construction Mngmt; DCE,

Foreign Institution, 2011;  
*Year of Appointment:* 2019

**Susan White Hester;**  
Associate Professor of  
Practice; School of Nursing;  
DNP, Gardner-Webb  
University, 2017; MSN,  
Western Carolina University,  
2013; BSN, Western Carolina  
University, 2007; *Year of  
Appointment:* 2013

**Ian Hewer;** CRNA Prog  
Dir/Associate Prof of Prac;  
School of Nursing; PHD, UNC  
at Charlotte, 2018; MSN,  
Univ Calif San Francisco,  
1995; MA, New York  
University, 1991; BSN,  
Foreign Institution, 1986;  
*Year of Appointment:* 2011

**Maureen Peters Hickman;**  
Associate Instructor; Biology;  
MA, Univ New Mexico  
Albuquerque, 2006; BS, Ohio  
University, Athens, 2004;  
*Year of Appointment:* 2018

**Taya Christine Kretz-Notelle;**  
Assistant Director CRNA;  
School of Nursing; DNP,  
Medical University SC, 2022;  
MS, Keiser Univ, Fort  
Lauderdale, 2012; BSN,  
South University Al, 2009;  
ASN, Purdue University, Main  
Campus, 2002; *Year of  
Appointment:* 2023

**William R Kwochka;**  
Professor; Chemistry &  
Physics; PHD, NC State  
University at Raleigh, 1992;  
BA, Grinnell College, 1983;  
*Year of Appointment:* 1994

**Ronald E. Laboray;**  
Professor/Sch of Art &  
Design Int Dir; School of Art  
& Design; MFA, Washington  
Univ in St. Louis, 2000; BFA,  
Univ Illinois Urbana-  
Champaign, 1994; *Year of  
Appointment:* 2011

**Robert J Lahm;** Professor;  
Ent, Hosp, Tourism, Mkt,  
Sports Mgt; PHD, Georgia  
State University, 1999; MS,  
Georgia State University,  
1994; BS, Kean University,  
1985; *Year of Appointment:*  
2008

**Marco Lam;** Professor; Acct,  
Fin, Info Sys, Bus Law; PHD,  
Univ of Alabama,  
Tuscaloosa\*, 2008; MA, Univ  
of Alabama, Tuscaloosa\*,  
2005; MACC, Western  
Carolina University, 2002;  
BSED, Foreign Institution,  
1997; *Year of Appointment:*  
2014

**Candice White Laney;**  
Associate Professor of  
Practice; School of Nursing;  
MSN, Western Carolina  
University, 2014; BSN,  
Western Carolina University,  
2011; *Year of Appointment:*  
2014

**Sheldon Augustus Lanier;**  
Adjunct Faculty; Human  
Services; EDD, UNC at Chapel  
Hill, 2017; MSA, UNC at  
Chapel Hill, 2008; BS, NC  
State University at Raleigh,  
2001; *Year of Appointment:*  
2024

**Jeffrey K. Lawson;** Dean Grad Sch & Res/Professor; Office of Dean Grad School Research; PHD, NC State University at Raleigh, 1994; MS, Univ of Colorado at Boulder\*, 1988; BS, Georgia Institute Technology, 1985; *Year of Appointment:* 2005

**Lisa J Lefler;** Director Culturally Based Native Health Cert/Teaching Prof; Office, Dean, Health & Human Sci; PHD, Univ of Tennessee, Knoxville\*, 1996; MA, Western Carolina University, 1988; BA, Appalachian State University, 1981; *Year of Appointment:* 2006

**Siham Lekchiri;** Associate Professor; Human Services; PHD, Indiana State University, 2017; MS, Indiana State University, 2012; BS, Foreign Institution, 2008; *Year of Appointment:* 2016

**Angela Marie Lewis-Myers;** Adjunct Faculty; Social Work; MSW, Western Carolina University, 2018; MA, Western Carolina University, 2008; *Year of Appointment:* 2022

**Luiz Felipe Lima Da Silveira;** Associate Professor; Biology; PHD, Foreign Institution, 2018; MS, Foreign Institution, 2013; BS, Foreign Institution, 2010; *Year of Appointment:* 2019

**Kristina Suzanna Lind;** Associate Professor; Social Work; PHD, Loyola Univ Chicago, 2012; MSW, University of Chicago, 1976; *Year of Appointment:* 2023

**Jane R. Livingstone;** Professor; Acct, Fin, Info Sys, Bus Law; PHD, Penn State Univ-Univ Park, 1998; MAC, VA Polytech Inst & State Univ, 1988; BS, Syracuse University, 1982; *Year of Appointment:* 2010

**Kae Livsey;** Prof/Dir Com Rel & Schlp; School of Nursing; PHD, George Mason University, 2007; MPH, Emory University, 1993; BSN, UNC at Chapel Hill, 1985; *Year of Appointment:* 2013

**Kofi Lomotey;** Bardo Distinguished Professor; Human Services; PHD, Stanford University, 1985; MA, Stanford University, 1981; MED, Cleveland State University, 1978; BA, Oberlin College, 1974; *Year of Appointment:* 2013

**Caroline Elizabeth Long;** Adjunct Faculty; Political Science & Public Affairs; MA, Western Carolina University, 2017; BA, Bryn Mawr College, 2011; *Year of Appointment:* 2024

**Mark L. Lord;** Professor; Geosciences & Natural Resources; PHD, Univ North Dakota Grand Forks\*, 1988; MS, Univ North Dakota

Grand Forks\*, 1984; BS, SUNY Cortland, 1981; *Year of Appointment:* 1998

**Nancy C. Luke;** Associate Professor; School of Teaching and Learning; PHD, University of Georgia, Athens\*, 2000; MA, Univ Nebraska Omaha, 1995; BS, University of Virginia, 1983; *Year of Appointment:* 2010

**Alexander S. Macaulay;** Dept Head/Associate Professor; History; PHD, University of Georgia, Athens\*, 2003; MA, Univ of Tennessee, Knoxville\*, 1998; BA, Citadel Military College of SC, 1994; *Year of Appointment:* 2004

**Brona Gayle Maddox;** Professor; School of Teaching and Learning; PHD, Univ of Tennessee, Knoxville\*, 2001; MS, Univ of Tennessee, Knoxville\*, 1997; MAED, Univ South Carolina Columbia\*, 1992; BA, Carson-Newman University, 1991; *Year of Appointment:* 2006

**Lann Alvin Malesky;** Professor; Psychology; PHD, University of Memphis, 2002; MS, Univ Southern Mississippi, 1998; BA, George Mason University, 1993; *Year of Appointment:* 2004

**Joey Dwayne Marion;** Assistant Professor; Physical Therapy; PHD, NC State University at Raleigh, 2024; DPT, Western Carolina

University, 2015; *Year of Appointment*: 2024

**Susan Alta Martin**; Assistant Professor - Practice; School of Art & Design; MFA, San Francisco Art Institute, 2010; BA, Univ Arizona, 1987; *Year of Appointment*: 2023

**Diane Lise Martinez**; Associate Professor; English Studies; PHD, Utah State University, 2012; MA, New Mexico St Univ Las Cruces, 1993; BA, New Mexico St Univ Las Cruces, 1991; *Year of Appointment*: 2012

**Jon H. Marvel**; Adjunct Faculty; Econ, Mgt, Proj Mgt; MBA, Shippensburg University of PA, 2007; PHD, University of Cincinnati, 1995; MSE, Univ Michigan Ann Arbor\*, 1987; BE, Stevens Institute Tech, 1981; *Year of Appointment*: 2024

**Karen A. Mason**; Dept Head/Assoc Prof; Criminology & Criminal Justice; PHD, Univ of Tennessee, Knoxville\*, 1999; MA, Univ of Tennessee, Knoxville\*, 1995; BA, Lenoir-Rhyne University, 1992; BA, Lenoir-Rhyne University, 1992; *Year of Appointment*: 2005

**Joseph William Mathews**; Associate Instructor; Biology; DVM, Auburn University, 1998; BS, Auburn University, 1994; BA, Washington Univ

in St. Louis, 1991; *Year of Appointment*: 2010

**Katherine Gould Mathews**; Professor; Biology; PHD, The Univ of Texas at Austin, 1997; BA, Harvard University, 1992; *Year of Appointment*: 2003

**Nandini Oza McClurg**; Adjunct Faculty; Human Services; PHD, Univ Texas Tyler, 2019; *Year of Appointment*: 2022

**Seth J. McCormick**; Associate Professor; School of Art & Design; PHD, Columbia Univ Columbia College, 2007; MA, Columbia Univ Columbia College, 2002; BA, Brown University, 1996; *Year of Appointment*: 2009

**Samuel Barak McGuire**; Associate Instructor; History; PHD, University of Georgia, Athens\*, 2015; MA, University of Kentucky, 2009; BA, Elon University, 2007; *Year of Appointment*: 2018

**Erin K. McNelis**; Assoc Prof; Mathematics & Computer Science; PHD, Clemson University, 2002; MS, Clemson University, 1996; BS, College of Charleston, 1993; *Year of Appointment*: 2002

**Elizabeth G. McRae**; Assoc Professor; History; PHD, University of Georgia, Athens\*, 2003; MA, Western Carolina University, 1996; MAED, Marymount University, 1991; BA, Wake

Forest University, 1989; *Year of Appointment*: 2000

**Melissa Rose Mecadon-Mann**; Assistant Professor; Human Services; PHD, Auburn University, 2022; MAED, University of West Georgia, 2018; BM, Millikin University, 2008; *Year of Appointment*: 2022

**Sarajane Hinson Melton**; Adjunct Faculty; Social Work; MHS, Western Carolina University, 2010; BSW, Western Carolina University, 1984; *Year of Appointment*: 2024

**Justin Menickelli**; Assoc Prof; School of Teaching and Learning; PHD, Louisiana St Univ A&M College, 2004; MAED, Western Carolina University, 1995; BS, SUNY Cortland, 1991; *Year of Appointment*: 1999

**April Waddell Messer**; Assoc DH/Assistant Professor; School of Nursing; PHD, UNC at Greensboro, 2022; MSN, Western Carolina University, 2013; BSN, Western Carolina University, 2010; *Year of Appointment*: 2017

**Christina Lynn Meyer-Jax**; Associate Instructor; School of Health Sciences; BS, Univ of Minnesota-Twin Cities, 1997; *Year of Appointment*: 2023

**Annie Bridges Meyers**; Assistant Professor; School of

Nursing; MS, Western Carolina University, 2011; *Year of Appointment*: 2023

**Niall Guy Michelsen;**

Professor; Political Science & Public Affairs; PHD, UNC at Chapel Hill, 1990; MA, UNC at Chapel Hill, 1984; BA, University of Chicago, 1976; *Year of Appointment*: 2001

**Kristin Marie Mignogna;**

Adjunct Faculty; School of Nursing; BA, University of Virginia, 2014; BA, University of Virginia, 2014; *Year of Appointment*: 2024

**Emma Jenny Miller;**

Instructor; Social Work; MSW, Western Carolina University, 2012; BA, Binghamton University (SUNY), 1982; *Year of Appointment*: 2018

**Jerry R. Miller;** Distinguished Professor; Geosciences & Natural Resources; PHD, Southern Illinois Univ Carb, 1990; MS, Univ New Mexico Albuquerque, 1985; BS, Southern Illinois Univ Carb, 1982; *Year of Appointment*: 1999

**Monica Burrell Miller;**

Associate Instructor; School of Teaching and Learning; MAED, Western Carolina University, 2008; BSED, Western Carolina University, 1995; *Year of Appointment*: 2016

**Brenda Gail Mills;** Adjunct Faculty; Political Science & Public Affairs; ; *Year of Appointment*: 2024

**Sarah Emily Minnis;**

Associate Professor; Human Services; PHD, Texas A&M University, 2014; MAE, Western Kentucky University, 1997; BA, Central Washington University, 1993; *Year of Appointment*: 2018

**Brett Thomas Morgan;**

Professor; School of Nursing; DNP, Johns Hopkins Univ\*, 2009; MSN, Georgetown University, 2006; BSN, Johns Hopkins Univ\*, 2002; BS, VA Polytech Inst & State Univ, 2001; *Year of Appointment*: 2024

**Patricia M Morse;** Professor; Social Work; PHD, Tulane University, 1990; MSW, Tulane University, 1973; BA, Louisiana St Univ A&M College, 1972; *Year of Appointment*: 2007

**Hollye K. Moss;** Professor; Office of the Dean, Business; PHD, Clemson University, 2002; MBA, Wake Forest University, 1993; MS, Clemson University, 1985; BA, Converse University, 1983; *Year of Appointment*: 2002

**Marguerite Jackson Murphy;** Adjunct Faculty; School of Nursing; DNP, Augusta University, 2006; *Year of Appointment*: 2024

**Erin M. Myers;** Associate Professor; Psychology; PHD, Univ Southern Mississippi, 2010; MA, Univ Southern Mississippi, 2008; BS, Univ Southern Mississippi, 2006; *Year of Appointment*: 2010

**Kimberly Barber Myers;**

Adjunct Faculty; School of Health Sciences; PHD, Univ Nebraska Lincoln\*, 2003; MHS, Western Carolina University, 2001; *Year of Appointment*: 2023

**Peter Paul Nieckarz;**

Associate Professor; Anthropology & Sociology; PHD, Western Michigan University, 1999; MA, Minnesota State Univ Mankato, 1996; BA, Lake Superior State University, 1993; *Year of Appointment*: 2001

**Sean P. O'Connell;** Associate Professor; Biology; PHD, Idaho State University, 2002; BS, Northern Vermont University, 1994; AS, Sullivan Co Cmty College, 1990; *Year of Appointment*: 2001

**Kathryn M Odom;** CSD

Department Head; Comm Sciences & Disorders; PHD, Univ South Carolina Columbia\*, 2006; MS, Univ of Alabama, Tuscaloosa\*, 2002; BA, Mercer University, Macon, 2000; *Year of Appointment*: 2008

**Kathleen Ollendick;** Clinical Assistant Professor; Physical

Therapy; DPT, UNC at Chapel Hill, 2010; MPT, UNC at Chapel Hill, 2000; BS, Va Polytechnic Inst Tlnt Srch, 1998; *Year of Appointment:* 2022

**Kadence Alexa Otto;**

Professor; Ent, Hosp, Tourism, Mkt, Sports Mgt; PHD, Florida State University, 2003; MS, Florida State University, 2000; BS, Plymouth State University, 1997; *Year of Appointment:* 2003

**Ronald Douglas Parker;**

Assistant Professor; Acct, Fin, Info Sys, Bus Law; PHD, Univ Scranton, 2020; MACC, Western Carolina University, 2000; BSBA, Western Carolina University, 1999; *Year of Appointment:* 2017

**Charles T Parrish;** Sch

Dir/Assoc Prof; Ent, Hosp, Tourism, Mkt, Sports Mgt; PHD, George Mason University, 2014; MS, Georgia Southern University, 2007; BSED, Armstrong State University, 2002; *Year of Appointment:* 2014

**Forest Stephen Patrick;**

Adjunct Faculty; Acct, Fin, Info Sys, Bus Law; ; *Year of Appointment:* 2024

**Tamera L Pearson;** Professor; School of Nursing; PHD, Univ South Carolina Columbia\*, 1997; *Year of Appointment:* 2013

**Joseph H. Pechmann;** Assoc Prof; Biology; PHD, Duke University, 1994; MS, University of Georgia, Athens\*, 1981; BA, Hamilton College Ny, 1976; *Year of Appointment:* 2006

**William L Peebles;** Professor; School of Music; DMA, Michigan State University, 1994; MM, Michigan State University, 1982; MSW, Michigan State University, 1980; BA, Michigan State University, 1979; *Year of Appointment:* 1992

**Malinda Leigh Teeters**

**Pennington;** Assistant Professor; Office, Dean, Educ & Allied Prof; PHD, NC State University at Raleigh, 2019; MED, NC State University at Raleigh, 1994; BA, NC State University at Raleigh, 1991; *Year of Appointment:* 2024

**Undugodage Don Nuwan T**

**Perera;** Assistant Professor; Forensic Science; PHD, Oklahoma State University, 2015; BS, Foreign Institution, 2006; BS, Foreign Institution, 2006; *Year of Appointment:* 2017

**April Lillian Perry;** Associate Prof/HS Dept Head; Human Services; PHD, Foreign Institution, 2012; MAED, University of Central Oklahoma, 2007; BA, University of Central Oklahoma, 2005; *Year of Appointment:* 2014

**Eleanor A. Petrone;**

Associate Professor; English Studies; PHD, UNC at Chapel Hill, 2009; MA, Columbia Univ Columbia College, 1995; BA, Bard College, 1991; *Year of Appointment:* 2011

**Robert Scott Pierce;**

Associate Professor; School of Engineering & Technology; PHD, Georgia Institute Technology, 2003; MSME, Georgia Institute Technology, 1992; BSME, Georgia Institute Technology, 1983; *Year of Appointment:* 2015

**Holly Henderson Pinter;**

Associate Professor; School of Teaching and Learning; PHD, University of Virginia, 2013; MAED, Western Carolina University, 2009; BS, Western Carolina University, 2005; *Year of Appointment:* 2012

**Aaron William Plantenberg;**

Instructor; Social Work; MSW, Western Carolina University, 2015; *Year of Appointment:* 2021

**Hannah Todd Pollard;** Clinical

Assistant Professor; Physical Therapy; DPT, Western Carolina University, 2019; *Year of Appointment:* 2024

**Tanya Barber Poole;** Adjunct

Faculty; Human Services; MS, Montreat College, 2011; BS, Western Carolina University, 2000; *Year of Appointment:* 2022

**Jasmine Terra Poor;** Adjunct Faculty; School of Teaching and Learning; EDD, Univ South Carolina Columbia\*, 2021; MAED, Western Carolina University, 2008; *Year of Appointment:* 2022

**Tatiana Potts;** Assistant Professor; School of Art & Design; MFA, Univ of Tennessee, Knoxville\*, 2016; BFA, Univ North Carolina Asheville, 2012; BA, Clemson University, 2004; *Year of Appointment:* 2022

**Malcolm Reid Powell;** Professor; Biology; PHD, University of Georgia, Athens\*, 1982; MA, Wake Forest University, 1979; BA, Wake Forest University, 1976; *Year of Appointment:* 2003

**Jenna Lee Powers;** Assistant Professor; Social Work; PHD, University of Connecticut, 2023; MSW, Univ of New England-University, 2014; BA, Warren Wilson College, 2009; *Year of Appointment:* 2023

**Sheila Cothren Price;** Assistant Professor of Practice; School of Nursing; MS, Western Carolina University, 1989; BS, UNC at Greensboro, 1977; *Year of Appointment:* 2015

**Amy Wells Putnam;** Assistant Professor of Practice; School of Nursing; DNP, American Sentinel University, 2019;

MS, Western Carolina University, 2007; BSN, Western Carolina University, 1997; *Year of Appointment:* 2009

**Emily Hope Querin;** Assistant Professor - Practice; School of Nursing; MSN, Western Carolina University, 2021; BSN, Western Carolina University, 2016; BA, Univ North Carolina Asheville, 2011; *Year of Appointment:* 2022

**Charles Scott Rader;** Associate Professor; Ent, Hosp, Tourism, Mkt, Sports Mgt; PHD, Univ of Tennessee, Knoxville\*, 2009; MBA, Univ of Tennessee, Knoxville\*, 2004; BA, SUNY Purchase College, 2001; *Year of Appointment:* 2011

**Brian E Railsback;** Professor; English Studies; PHD, Ohio University, Athens, 1990; MA, Ohio University, Athens, 1985; BS, Calif Polytechnic State Univ, 1982; *Year of Appointment:* 1990

**Sanjay Rajagopal;** Professor; Acct, Fin, Info Sys, Bus Law; DBA, Mississippi State University, 1997; MBA, Western Carolina University, 1990; MA, Foreign Institution, 1988; BA, Foreign Institution, 1985; *Year of Appointment:* 2007

**Mickey Mildred Randolph;** Adjunct Faculty; Psychology; PHD, Univ South Carolina

Columbia\*, 1987; MA, Univ South Carolina Columbia\*, 1985; BA, College of Charleston, 1980; *Year of Appointment:* 2024

**Ronald Vincent Rash;** Distinguished Professor; English Studies; MA, Clemson University, 1979; BA, Gardner-Webb University, 1976; *Year of Appointment:* 2003

**Aaron Hugh Ratcliffe;** Associate Professor; Econ, Mgt, Proj Mgt; PHD, UNC at Chapel Hill, 2013; MS, UNC at Chapel Hill, 2008; BS, UNC at Chapel Hill, 2007; *Year of Appointment:* 2023

**Matthew J. Rave;** Associate Professor; Chemistry & Physics; PHD, Wake Forest University, 2007; MS, Wake Forest University, 1991; BA, Wake Forest University, 1990; *Year of Appointment:* 2007

**Aubrey Elizabeth Ray;** Assistant Professor; School of Health Sciences; DRPH, Univ of Tennessee, Knoxville\*, 2021; MS, Western Carolina University, 2011; BS, Western Carolina University, 2009; *Year of Appointment:* 2020

**Christina L Reitz;** Professor; School of Music; PHD, University of Florida, 2007; MM, University of Florida, 2002; BM, Youngstown State University, 2000; *Year of Appointment:* 2008



**Jillian Rane Reynolds;** Adjunct Faculty; Social Work; MSW, Western Carolina University, 2020; BSW, Western Carolina University, 2018; *Year of Appointment:* 2023

**Tracie Kim Rice;** Professor of Practice/Clinic Director; Comm Sciences & Disorders; PHD, University of Florida, 2002; MA, Univ of Tennessee, Knoxville\*, 1999; BS, Western Carolina University, 1997; *Year of Appointment:* 2002

**Brett High Riggs;** Sequoyah Distinguished Prof; Anthropology & Sociology; PHD, Univ of Tennessee, Knoxville\*, 1999; MA, Univ of Tennessee, Knoxville\*, 1987; BA, Wake Forest University, 1979; *Year of Appointment:* 2015

**Heather Nicole Symon Rimes;** Associate Professor/Steed Distinguished Prof; Political Science & Public Affairs; PHD, University of Georgia, Athens\*, 2015; MPAD, University of South Alabama, 2011; *Year of Appointment:* 2015

**Erich Samuel Roberts;** Adjunct Faculty; Social Work; MSW, Univ Calif Berkeley, 2015; BSW, Connecticut College, 2009; *Year of Appointment:* 2024

**Lisen Christina Roberts;** Associate Professor; Human Services; PHD, Univ of Tennessee, Knoxville\*, 1997; MED, Keene State College, 1993; BS, Keene State College, 1989; *Year of Appointment:* 1997

**Aimee Pauline Rockhill;** Associate Professor; Geosciences & Natural Resources; PHD, NC State University at Raleigh, 2013; MS, NC State University at Raleigh, 2008; BS, Foreign Institution, 1998; *Year of Appointment:* 2016

**Carrie Barnes Rogers;** Professor; School of Teaching and Learning; MA, Univ Saint Thomas Mn, 2003; BA, St. Catherine University, 1996; *Year of Appointment:* 2010

**Courtney Bramblett Rogers;** Assistant Professor; Psychology; PHD, UNC at Charlotte, 2021; MS, Appalachian State University, 2016; BA, Lee University, 2012; *Year of Appointment:* 2023

**Loidaly G Rosario-Singer;** Assistant Professor; Human Services; PHD, Univ of Tennessee, Knoxville\*, 2021; MA, Florida International Univ, 2016; BS, Florida International Univ, 2013; *Year of Appointment:* 2021

**Amy Janice Rose;** Assoc Dept Head/Assoc Prof; Comm Sciences & Disorders; PHD,

UNC at Greensboro, 2015; MA, Central Michigan University, 1988; BS, Central Michigan University, 1987; *Year of Appointment:* 2014

**Terry Denise Rose;** Assistant Professor; School of Teaching and Learning; EDD, Univ of Tennessee, Knoxville\*, 1991; MS, Univ of Tennessee, Knoxville\*, 1987; BS, Univ of Tennessee, Knoxville\*, 1981; *Year of Appointment:* 1992

**Nathan P. Roth;** Associate Professor; Psychology; PHD, University of Kentucky, 2009; MA, Western Carolina University, 2005; BS, Baldwin Wallace Univ, 2003; *Year of Appointment:* 2015

**Travis Allen Rountree;** Assistant Professor; English Studies; PHD, University of Louisville, 2017; *Year of Appointment:* 2019

**Charmion Briana Rush;** Associate Professor; School of Teaching and Learning; PHD, UNC at Greensboro, 2012; *Year of Appointment:* 2015

**Gauhar Sabih;** Adjunct Faculty; Kimmel School of Construction Mngmt; DENG, Univ New Mexico Albuquerque, 2019; *Year of Appointment:* 2024

**Subhshri Sahu;** Assistant Professor; Biology; PHD,

Foreign Institution, 2014;  
*Year of Appointment:* 2023

**Gloria Nadejda Sapounova;**  
Assistant Professor; Acct, Fin,  
Info Sys, Bus Law; PHD,  
University of North Texas,  
2023; BSBA, Lakeland  
University, 2005; *Year of  
Appointment:* 2023

**Roya Qualls Scales;**  
Professor; School of Teaching  
and Learning; PHD, UNC at  
Greensboro, 2009; MED,  
Gardner-Webb University,  
1999; BSED, UNC at  
Greensboro, 1993; *Year of  
Appointment:* 2009

**William David Scales;**  
Associate Instructor;  
Psychology; MS, UNC at  
Greensboro, 2008; BA, Univ  
New Mexico Albuquerque,  
1997; *Year of Appointment:*  
2012

**Shane DeGennaro  
Schoepfer;** Associate  
Professor; Geosciences &  
Natural Resources; PHD, Univ  
of Washington, Seattle, 2014;  
BA, Brown University, 2009;  
MS, Brown University, 2009;  
*Year of Appointment:* 2017

**Thomas Schram;** Assistant  
Professor of Practice; School  
of Art & Design; MFA,  
Clemson University, 2011;  
BFA, Univ North Carolina  
Asheville, 2008; BA, NC State  
University at Raleigh, 2003;  
*Year of Appointment:* 2024

**Lori A. Schrodt;** Professor;  
Physical Therapy; PHD, UNC  
at Chapel Hill, 2005; MS, UNC  
at Chapel Hill, 2000; BS,  
Ithaca College, 1992; *Year of  
Appointment:* 2004

**Callie Spencer Schultz;**  
Associate Professor; Human  
Services; PHD, University of  
Utah, 2014; MA, Foreign  
Institution, 2009; BA,  
University of Virginia, 2005;  
*Year of Appointment:* 2017

**Jeremy Ryan Schultz;**  
Assistant Professor; Human  
Services; PHD, University of  
Utah, 2013; MS, Univ Wisc La  
Crosse, 2008; BS, Univ Wisc  
La Crosse, 2003; *Year of  
Appointment:* 2019

**JoBeth Surface Shafran;**  
Associate Professor; Political  
Science & Public Affairs; PHD,  
The Univ of Texas at Austin,  
2015; MA, The Univ of Texas  
at Austin, 2011; *Year of  
Appointment:* 2016

**Tamra Leigh Shea;** Assistant  
Professor of Practice; School  
of Nursing; PHD, UNC at  
Greensboro, 2018; MSN,  
Western Carolina University,  
2013; BS, St Marys College  
Ind, 1998; *Year of  
Appointment:* 2018

**Francine Hebert Sheppard;**  
Associate Professor; School  
of Nursing; PHD, UNC at  
Greensboro, 2016; MSN,  
Gardner-Webb University,  
2013; AS, Gardner-Webb  
University, 2010; BS,

Northwestern State Univ of  
LA, 1989; *Year of  
Appointment:* 2019

**John James Sherlock;**  
Professor; Human Services;  
EDD, George Washington  
University, 2000; MBA, Univ  
Maryland College Park\*,  
1988; MBA, Univ Maryland  
College Park\*, 1988; BS,  
James Madison University,  
1982; *Year of Appointment:*  
2002

**Michael J Shick;** Assistant  
Professor; Econ, Mgt, Proj  
Mgt; ; *Year of Appointment:*  
2023

**Tiffany Shockley;** Adjunct  
Faculty; School of Health  
Sciences; MS, Walden  
University, 2006; BS, West  
Chester University, 2000;  
*Year of Appointment:* 2024

**Ellen Sigler;** Associate  
Professor; Psychology; EDD,  
Texas Tech University, 1997;  
MS, Southern New  
Hampshire Univ, 1990; BS,  
Tulane University, 1984; *Year  
of Appointment:* 2009

**Tammy Marie Simmons;**  
Clinical Assistant Professor;  
Physical Therapy; DHSC, Univ  
Indianapolis, 2017; MS, Univ  
Indianapolis, 1995; BS, Ohio  
State Univ Columbus, 1986;  
*Year of Appointment:* 2019

**Damon W Sink;** Professor;  
School of Music; DMA,  
University of Cincinnati,  
2007; MM, University of

Cincinnati, 1995; BM, University of Cincinnati, 1992; *Year of Appointment:* 2012

**Andrea Kathleen Slivinski;** Adjunct Faculty; School of Nursing; MSN, Wright State University Dayton, 2008; BSN, Wright State University Dayton, 2002; *Year of Appointment:* 2024

**Rebecca Shepard Smith;** Adjunct Faculty; Social Work; MSSA, Case Western Reserve Univ, 2001; BSW, UNC at Charlotte, 1999; *Year of Appointment:* 2024

**Melissa Marty Snyder;** Associate Professor; School of Health Sciences; PHD, UNC at Greensboro, 2010; MS, UNC at Greensboro, 2004; BS, Univ Wisc La Crosse, 2002; *Year of Appointment:* 2014

**David Travis Solomon;** Associate Professor/Dir of Clinical Prgms; Psychology; PHD, Central Michigan University, 2017; MA, Western Carolina University, 2012; BA, UNC at Charlotte, 2008; *Year of Appointment:* 2017

**Anthony David Songer;** Adjunct Faculty; Kimmel School of Construction Mngmt; PHD, Univ Calif Berkeley, 1992; *Year of Appointment:* 2024

**Richard D Starnes;** Provost/VC for Acad Affrs; Office of the Provost; PHD, Auburn University, 1999; MA, Western Carolina University, 1994; BS, Western Carolina University, 1992; *Year of Appointment:* 2000

**Robert E. Steffen;** Associate Professor; Kimmel School of Construction Mngmt; PHD, Georgia Institute Technology, 1998; MCE, Georgia Institute Technology, 1996; BCE, Georgia Institute Technology, 1993; *Year of Appointment:* 2011

**Wesley L. Stone;** Department Head/Professor; School of Engineering & Technology; PHD, Georgia Institute Technology, 2003; MS, Pennsylvania St Univ Univ Park, 1996; BS, The Univ of Texas at Austin, 1988; *Year of Appointment:* 2004

**Victor Paul Stonehouse;** Assistant Professor; Human Services; PHD, International College, 2012; *Year of Appointment:* 2021

**Charles Irvin Stoops;** Associate Professor; Social Work; PHD, Univ Illinois Urbana-Champaign, 2003; MSW, Univ Illinois Urbana-Champaign, 1995; BA, Univ Illinois Urbana-Champaign, 1993; *Year of Appointment:* 2024

**Amanda Rhea Storm;** Associate Professor; Biology;

PHD, Miami University-Oxford, 2013; BS, Central State University, OH, 2008; *Year of Appointment:* 2017

**Adrienne Stuckey;** Associate Professor; School of Teaching and Learning; PHD, Georgia State University, 2015; MAED, VA Polytech Inst & State Univ, 1999; *Year of Appointment:* 2015

**Diane Marie Styers;** Associate Professor; Geosciences & Natural Resources; PHD, Auburn University, 2008; MA, Georgia State University, 2005; BS, UNC at Greensboro, 1997; *Year of Appointment:* 2011

**SungJoon Suk;** Associate Professor; Kimmel School of Construction Mngmt; PHD, The Univ of Texas at Austin, 2012; MS, Foreign Institution, 2006; BS, Foreign Institution, 1995; *Year of Appointment:* 2012

**Jessica Irene Swigger;** Associate Professor; History; PHD, The Univ of Texas at Austin, 2008; MA, The Univ of Texas at Austin, 2002; BA, The Univ of Texas at Austin, 1998; *Year of Appointment:* 2008

**Vicki Ellen Szabo;** Professor; History; PHD, Cornell University, 2000; MA, Cornell University, 1996; BA, Kalamazoo College, 1992; *Year of Appointment:* 2001

**Martin L. Tanaka;** Professor; School of Engineering & Technology; PHD, VA Polytech Inst & State Univ, 2008; MS, VA Polytech Inst & State Univ, 1993; BS, NC State University at Raleigh, 1992; *Year of Appointment:* 2010

**Erin Elizabeth Tapley;** Professor; School of Art & Design; PHD, University of Iowa, 1997; MFA, Univ of Alabama, Tuscaloosa\*, 1994; BS, Skidmore College, 1991; *Year of Appointment:* 2005

**Mary Teslow;** Adjunct Faculty; School of Health Sciences; MLIS, University of South Florida, 1994; BS, Univ Illinois Chicago, 1981; BS, Governors State University, 1976; *Year of Appointment:* 2018

**Minu Sara Thomas;** Assistant Professor; School of Health Sciences; MS, Foreign Institution, 2010; BS, Foreign Institution, 2007; *Year of Appointment:* 2023

**Shannon Thompson;** Professor; School of Music; DMA, The Univ of Texas at Austin, 1998; MM, Boston University, 1988; BA, University of Oregon, 1986; *Year of Appointment:* 1997

**Ashley Brooke Thrasher;** Associate Professor; School of Health Sciences; EDD, Ball State University, 2014; MS, Western Michigan University,

2011; BA, Anderson University, IN, 2009; *Year of Appointment:* 2016

**Richard Leo Tichich;** Professor; School of Art & Design; MFA, Univ Texas San Antonio, 1979; MA, University of Iowa, 1971; *Year of Appointment:* 2006

**Caitlin Tabitha Teaster Torrence;** Assistant Professor; School of Health Sciences; PHD, Clemson University, 2022; MS, Clemson University, 2018; MA, East Tennessee State Univ, 2011; *Year of Appointment:* 2023

**Kelly Nelson Tracy;** Professor/STL Dir; School of Teaching and Learning; PHD, Clemson University, 2009; MA, Furman University, 2002; BS, Appalachian State University, 1999; *Year of Appointment:* 2011

**Margaret Ann Trent;** Adjunct Faculty; School of Nursing; DNP, Case Western Reserve Univ, 2016; MSN, UNC at Greensboro, 2008; BSN, UNC at Greensboro, 2005; ASN, Rockingham Cmty College, 1994; *Year of Appointment:* 2024

**Laura Hall Trivette;** Clinical Placement Coordinator; Comm Sciences & Disorders; MS, Western Carolina University, 2005; BS, Western Carolina University, 1998; *Year of Appointment:* 2007

**Angela Kay Trombley;** Asst. Prof/DNP Prog. Dir.; School of Nursing; DNP, Univ Missouri Columbia\*, 2013; *Year of Appointment:* 2020

**Kevin Roshell Turner;** Adjunct Faculty; Social Work; MSW, Western Carolina University, 2016; *Year of Appointment:* 2023

**P Bradley Ulrich;** Professor; School of Music; DMA, Univ Illinois Urbana-Champaign, 1989; MM, Univ Illinois Urbana-Champaign, 1986; BM, Florida State University, 1984; *Year of Appointment:* 1989

**Lori Eilleen Unruh;** Associate Professor/McKee Clinic Dir; Office, Dean, Educ & Allied Prof; PHD, University of Kansas, 1994; MS, Eastern Kentucky University, 1987; BA, Wichita State University, 1979; *Year of Appointment:* 2005

**Nancy C. Valverde;** Assistant Professor; Human Services; PHD, Pennsylvania St Univ Univ Park, 2023; MA, Univ Texas Tyler, 2020; BA, College of Wooster, 2017; *Year of Appointment:* 2023

**Jamie C. Vaske;** Professor; Criminology & Criminal Justice; PHD, University of Cincinnati, 2009; MS, University of Cincinnati, 2004; BS, University of Cincinnati, 2003; *Year of Appointment:* 2009

**Andre Christopher Velasquez;** Assistant Professor; Biology; PHD, Cornell University, 2012; BS, Foreign Institution, 2001; *Year of Appointment:* 2022

**Sonja Helene Venter;** Adjunct Faculty; School of Health Sciences; MPH, Univ Southern California, 2021; DOM, A T Still Univ Health Sciences, 2017; BA, Calif St Univ Fresno, 2009; *Year of Appointment:* 2023

**Johanna Price Vinyard;** Professor; Comm Sciences & Disorders; PHD, University of Memphis, 2003; MS, UNC at Chapel Hill, 1998; BA, UNC at Chapel Hill, 1996; *Year of Appointment:* 2013

**Andrew D. Virtue;** Asst Depart Head/Assoc Prof; English Studies; PHD, Univ of Minnesota-Twin Cities, 2013; BA, Illinois State University, 2006; MA, UNC Wilmington, 2006; *Year of Appointment:* 2013

**David Charles Virtue;** Botner Distinguished Professor; School of Teaching and Learning; PHD, University of Georgia, Athens\*, 2002; *Year of Appointment:* 2020

**Emily Virtue;** Associate Professor; Human Services; PHD, Clemson University, 2019; MA, UNC Wilmington, 2008; BA, Mount Union College, 2006; *Year of Appointment:* 2019

**Heidi Beth Von Dohlen;** Associate Professor; Human Services; EDD, Western Carolina University, 2012; MS, Stony Brook University, 1995; MSED, SUNY @ New Paltz, 1995; BA, Lenoir-Rhyne University, 1990; BS, Lenoir-Rhyne University, 1990; *Year of Appointment:* 2017

**John C. Wagaman;** Professor; Mathematics & Computer Science; PHD, Texas A&M University, 2009; MS, University of Central Florida, 2003; BS, Millersville Univ Pa, 2001; *Year of Appointment:* 2009

**Asa Ahmed Walker;** Adjunct Faculty; Physical Therapy; BA, UNC at Chapel Hill, 2017; *Year of Appointment:* 2023

**Elizabeth DeVane Wall-Bassett;** Professor; School of Health Sciences; PHD, Clemson University, 2007; *Year of Appointment:* 2015

**Jamie Ray Wallen;** Associate Dean, College of Arts & Sciences; Office, Dean, Arts & Sciences; PHD, Wake Forest University, 2008; BS, Emory & Henry College, 2003; *Year of Appointment:* 2014

**Elizabeth T Wark;** Clinical Assistant Professor; Physical Therapy; DPT, Simmons College, 2007; MBA, Univ of Massachusetts-Amherst\*, 1990; BS, Ithaca College, 1981; *Year of Appointment:* 2016

**Ashley Rae Watamura;** Clinical Assistant Professor; Physical Therapy; DPT, Medical University SC, 2009; *Year of Appointment:* 2013

**Cheryl Waters-Tormey;** Associate Professor; Geosciences & Natural Resources; PHD, Univ Wisc Madison\*, 2004; MS, UNC at Chapel Hill, 1999; BS, Duke University, 1995; *Year of Appointment:* 2004

**Todd Watson;** Professor; Physical Therapy; DPT, Uni St. Augustine Health Sci, 2000; MPT, Idaho State University, 1991; BS, Idaho State University, 1989; *Year of Appointment:* 2002

**John Robert Weatherford;** Instructor; Acct, Fin, Info Sys, Bus Law; MBA, Mississippi State University, 1999; BA, Mississippi State University, 1998; *Year of Appointment:* 2023

**Janet Lee Baldwin Webster;** Adjunct Faculty; Human Services; EDD, Western Carolina University, 2003; *Year of Appointment:* 2024

**Chelsea Burrell Weddle;** Teaching Assistant Professor; School of Health Sciences; PHD, Concordia University Chicago, 2021; MS, UNC at Greensboro, 2016; BA, NC State University at Raleigh, 2013; *Year of Appointment:* 2022

**Jessica Renee Weiler;**

Associate Professor; Human Services; PHD, Univ Wisc Madison\*, 2013; *Year of Appointment:* 2013

**Frankie Lane West;**

Assistant Professor; Forensic Science; PHD, Univ of Tennessee, Knoxville\*, 2019; BA, Baylor University, 2004; *Year of Appointment:* 2017

**Tonya M. Westbrook;**

Associate Professor/Department Head; Social Work; PHD, University of Georgia, Athens\*, 2006; MS, University of Cincinnati, 1998; BS, Jacksonville State University, 1993; BSW, Jacksonville State University, 1993; *Year of Appointment:* 2007

**Brian William Whelan;**

Assistant Professor; Ent, Hosp, Tourism, Mkt, Sports Mgt; DBA, UNC at Charlotte, 2021; MS, West Virginia University, 2009; BA, Hofstra University, 1999; *Year of Appointment:* 2021

**Ramona Craft Whichello;**

MS Nurse Ed Leadership Prog Dir/Assoc Prof of Practice; School of Nursing; DNP, East Tennessee State Univ, 2017; MSN, Emory University, 1991; BSN, Western Carolina University, 1987; *Year of Appointment:* 2008

**Barbara J. White;**

Professor; Acct, Fin, Info Sys, Bus Law; PHD, University of

Mississippi, 2005; MBA, East Carolina University, 2001; BA, UNC at Chapel Hill, 1984; BA, UNC at Chapel Hill, 1984; *Year of Appointment:* 2005

**Caitlyn McKenzie White;**

Instructor/Clinical Supervisor; Comm Sciences & Disorders; MS, Western Carolina University, 2022; BS, Western Carolina University, 2019; *Year of Appointment:* 2024

**Lauren May White;**

Instructor; Social Work; MSW, Western Carolina University, 2009; BA, Virginia Commonwealth Univ, 2007; *Year of Appointment:* 2024

**Lisl Michele Whitted;**

Adjunct Faculty; Psychology; MA, Western Carolina University, 2008; BA, UNC at Chapel Hill, 2003; *Year of Appointment:* 2023

**Dolores Willey;**

Professor; Acct, Fin, Info Sys, Bus Law; JD, Univ of Tennessee, Knoxville\*, 1977; BA, Maryville College TN, 1974; *Year of Appointment:* 2004

**Annie McCord Wilson;**

Assistant Professor; Psychology; PHD, Clemson University, 2021; MA, Western Carolina University, 2017; BS, Western Carolina University, 2015; *Year of Appointment:* 2021

**Bradley Witzel;**

Adl Wrth Dls Dst Prf; School of Teaching

and Learning; PHD, University of Florida, 2001; *Year of Appointment:* 2020

**Pavel Wlosok;**

Professor; School of Music; MMUS, University of North Texas, 2000; BM, University of North Texas, 1998; *Year of Appointment:* 2002

**Mary Claire Wofford;**

Assistant Professor; Comm Sciences & Disorders; MS, Western Carolina University, 2015; *Year of Appointment:* 2019

**Mesfin Arega**

**Woldeyohannes;** Associate Professor; Chemistry & Physics; PHD, Foreign Institution, 2001; MS, Foreign Institution, 1995; MS, Foreign Institution, 1989; BS, Foreign Institution, 1986; *Year of Appointment:* 2005

**Dallas Wayne Wood;**

Assistant Professor; Econ, Mgt, Proj Mgt; PHD, NC State University at Raleigh, 2015; MS, NC State University at Raleigh, 2012; BS, NC State University at Raleigh, 2005; *Year of Appointment:* 2023

**Megan Ballard Woody;**

Assistant Professor of Practice/DNP Prg Dir; School of Nursing; DNP, Western Carolina University, 2019; MSN, UNC at Charlotte, 2013; BSN, UNC at Charlotte, 2012; *Year of Appointment:* 2018

**Laura Lynn Wright;** Professor; English Studies; PHD, Univ of Massachusetts-Amherst\*, 2004; MA, East Carolina University, 1995; BA, Appalachian State University, 1992; *Year of Appointment:* 2005

**Yanjun Yan;** Professor; School of Engineering & Technology; PHD, Syracuse University, 2009; *Year of Appointment:* 2013

**Weiguo Yang;** Professor; School of Engineering & Technology; PHD, Princeton University, 1999; MA, Princeton University, 1997; MS, Foreign Institution, 1995; BS, Foreign Institution, 1992; *Year of Appointment:* 2007

**Paul Yanik;** Professor; School of Engineering & Technology; PHD, Clemson University, 2013; MS, NC State University at Raleigh, 1995; BS, NC State University at

Raleigh, 1989; *Year of Appointment:* 2005

**Kelly G Yerkes;** Adjunct Faculty; Physical Therapy; DPT, Western Carolina University, 2018; *Year of Appointment:* 2024

**Robert Thomas Youker;** Associate Professor; Biology; PHD, University of Pittsburgh, 2005; MHS, Johns Hopkins Univ\*, 2001; BS, Manhattan College, 1998; *Year of Appointment:* 2014

**Robert Young;** Professor; Program for Study of Dev Shorelines; PHD, Duke University, 1995; MS, University of Maine, Orono, 1990; BS, College of William and Mary, 1987; *Year of Appointment:* 1997

**Yang Zhang;** Assistant Professor; School of Engineering & Technology; PHD, Texas Tech University, 2017; MS, Texas Tech

University, 2013; BS, Foreign Institution, 2012; *Year of Appointment:* 2017

**Ericka Point Zimmerman;** Dir Sch Health Sci/Professor; School of Health Sciences; EDD, Marshall University, 2007; MS, Indiana State University, 1994; BA, St Andrews University, 1993; *Year of Appointment:* 2015

**Jeffrey Phillip Ziomek;** Teaching Assistant Professor; School of Health Sciences; DPA, Capella University, 2019; MS, Florida Gulf Coast Univ, 2009; BS, SUNY Empire State College, 1997; *Year of Appointment:* 2024

**David de Jong;** Associate Professor; Psychology; PHD, University of Rochester, 2016; MA, University of Rochester, 2011; BS, Foreign Institution, 2009; *Year of Appointment:* 2016