Western Carolina University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, sexual orientation, or disability. Moreover, Western Carolina University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of African-American and other minority students.

For information concerning affirmative action policies and procedures, contact the Affirmative Action Office, 530 H.F. Robinson Administration Building, Western Carolina University, Cullowhee, North Carolina 28723, 704-227-7116.*

Western Carolina University publishes two issues of The Record, the general catalog and the graduate catalog. Both describe academic programs, regulations, and policies.

Copies of the appropriate catalogs are made available to all students registered at the university, high school principals and guidance counselors, college and university libraries, and all public and private high schools and institutions of higher learning in North Carolina. Additional copies are available from the Office of Research and Graduate Studies, Western Carolina University, Cullowhee, NC 28723, 704-227-7398* or 800-369-9854.

Nine thousand copies of this public document were printed at a cost of $7,157, or $0.80 per copy.

THE WESTERN CAROLINA UNIVERSITY RECORD

Volume LXXIV April 1998 Number 2

This document is printed on recycled paper.

*The 704 area code will change to 828 on June 1, 1998.
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.
# TABLE OF CONTENTS

Graduate Degree Programs ................................................................................. 5

The University ..................................................................................................... 7

Graduate Student Life ......................................................................................... 10

Graduate Study .................................................................................................... 14

Fees, Expenses, and Financial Assistance ......................................................... 20

Academic Regulations ......................................................................................... 25

Admissions and Degree Requirements ............................................................... 33

Graduate Programs and Degree Outlines ............................................................ 42

  Master of Accountancy Degree Program ......................................................... 42

  Master of Arts Degree Programs .................................................................... 42

  Master of Arts in Education Degree Programs ............................................. 44

  Master of Arts in Teaching Degree Program ............................................... 46

  Master of Business Administration Degree Program .................................. 48

  Master of Health Sciences Degree Program ............................................... 48

  Master of Physical Therapy Degree Program ............................................. 48

  Master of Project Management Degree Program ........................................ 49

  Master of Public Affairs Degree Program ................................................... 49

  Master of School Administration Degree Program ..................................... 49

  Master of Science Degree Programs ............................................................. 50

  Education Specialist Degree Programs ......................................................... 52

  Doctor of Education Degree Program .......................................................... 52

Course Descriptions ........................................................................................... 54

Register ................................................................................................................ 107

Index .................................................................................................................... 123
GRADUATE SCHOOL CALENDAR

Fall Semester 1998

August 16, Sunday noon
August 17, Monday, 3-6 p.m.
August 18, Tuesday, 8 a.m.-5 p.m.
August 18, Tuesday, 9:30 a.m.-noon
1-4 p.m.
August 19, Wednesday
August 20, Thursday, 8 a.m.
August 20-26, Thursday-Wednesday
September 5-7, Saturday-Monday
September 8, Tuesday, 8 a.m.
September 25, Friday
October 3-6, Saturday-Tuesday
October 7, Wednesday, 8 a.m.
October 8, Thursday
October 19, Monday
October 19-November 6, Monday-Friday
November 25-29, Wednesday, 8 a.m.-Sunday
November 30, Monday, 8 a.m.
December 3, Thursday
December 7, Monday
December 10, Thursday
December 11, Friday
December 12-18, Saturday-Friday
December 19, Saturday, 2 p.m.
December 19, Saturday

Spring Semester 1999

January 10, Sunday, noon
January 11, Monday, 3-6 p.m.
January 12, Tuesday, 8 a.m.-5 p.m.
January 13, Wednesday
January 13-20, Wednesday-Wednesday
January 18, Monday
February 18, Thursday

1 A late registration fee of $10 will be charged
<table>
<thead>
<tr>
<th>Dates</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 6-14, Saturday-Sunday</td>
<td>Spring holiday</td>
</tr>
<tr>
<td>March 15, Monday, 8 a.m.</td>
<td>Classes resume</td>
</tr>
<tr>
<td>March 15, Monday</td>
<td>Deadline for students completing programs in summer or fall to file degree applications in Graduate School office</td>
</tr>
<tr>
<td></td>
<td>Academic advising for summer and fall semester and early registration in Cullowhee</td>
</tr>
<tr>
<td></td>
<td>Easter holiday</td>
</tr>
<tr>
<td></td>
<td>Classes resume</td>
</tr>
<tr>
<td></td>
<td>(All Monday classes meet)</td>
</tr>
<tr>
<td></td>
<td>Last day for completed theses to be submitted to the Graduate School for students completing degree requirements in May</td>
</tr>
<tr>
<td></td>
<td>Last day for written results of comprehensive examination to be submitted to the Graduate School for students completing degree requirements in May</td>
</tr>
<tr>
<td></td>
<td>Last day of classes</td>
</tr>
<tr>
<td></td>
<td>Final examinations</td>
</tr>
<tr>
<td></td>
<td>Commencement</td>
</tr>
<tr>
<td></td>
<td>Registration in Asheville</td>
</tr>
<tr>
<td></td>
<td>Registration in Cullowhee in Graduate School office</td>
</tr>
<tr>
<td></td>
<td>Summer session (ten-week session)</td>
</tr>
<tr>
<td></td>
<td>First summer session</td>
</tr>
<tr>
<td></td>
<td>Registration in Cullowhee in Graduate School office</td>
</tr>
<tr>
<td></td>
<td>Second summer session</td>
</tr>
<tr>
<td></td>
<td>Last day for completed theses to be submitted to the Graduate School for students completing degree requirements in August</td>
</tr>
<tr>
<td></td>
<td>Last day for written results of comprehensive examination to be submitted to the Graduate School for students completing degree requirements in August</td>
</tr>
<tr>
<td></td>
<td>Commencement</td>
</tr>
</tbody>
</table>

**Summer Term 1999**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 27, Thursday, 4-6 p.m.</td>
<td>Registration in Asheville</td>
</tr>
<tr>
<td>May 31, Monday, 9 a.m.-5 p.m.</td>
<td>Registration in Cullowhee in Graduate School office</td>
</tr>
<tr>
<td></td>
<td>Summer session (ten-week session)</td>
</tr>
<tr>
<td></td>
<td>First summer session</td>
</tr>
<tr>
<td></td>
<td>Registration in Cullowhee in Graduate School office</td>
</tr>
<tr>
<td></td>
<td>Last day for completed theses to be submitted to the Graduate School for students completing degree requirements in August</td>
</tr>
<tr>
<td></td>
<td>Last day for written results of comprehensive examination to be submitted to the Graduate School for students completing degree requirements in August</td>
</tr>
<tr>
<td></td>
<td>Commencement</td>
</tr>
</tbody>
</table>
TELEPHONE NUMBERS

Area Code 828

The area code 704 will change to 828 on June 1, 1998

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School</td>
<td>227-7398</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>227-7495</td>
</tr>
<tr>
<td>Bookstore</td>
<td>227-7346</td>
</tr>
<tr>
<td>Colleges</td>
<td></td>
</tr>
<tr>
<td>College of Applied Sciences</td>
<td>227-7272</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>227-7646</td>
</tr>
<tr>
<td>College of Business</td>
<td>227-7401</td>
</tr>
<tr>
<td>College of Education and Allied Professions</td>
<td>227-7311</td>
</tr>
<tr>
<td>Employment, Student</td>
<td>227-7134</td>
</tr>
<tr>
<td>Fees</td>
<td>227-7334</td>
</tr>
<tr>
<td>Financial Aid, Loans, Scholarships</td>
<td>227-7290</td>
</tr>
<tr>
<td>General Student Information</td>
<td>227-7234</td>
</tr>
<tr>
<td>Housing</td>
<td>227-7303</td>
</tr>
<tr>
<td>International Students</td>
<td>227-7234</td>
</tr>
<tr>
<td>Registrar, Student Records, Transcripts</td>
<td>227-7216</td>
</tr>
<tr>
<td>Veterans Affairs</td>
<td>227-7234</td>
</tr>
<tr>
<td>Programs/Degrees</td>
<td>Admission Tests</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Accountancy/M.Ac.</td>
<td>GMAT or GRE, GRE Gen.</td>
</tr>
<tr>
<td>Art/M.A.T.*</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>Art, Studio/M.A.</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>Biology/M.S.</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>Biology/M.A.T.*</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>Two-Year College/ M.A.Ed.</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>Business Administration/ M.B.A.</td>
<td>GMAT</td>
</tr>
<tr>
<td>Chemistry/M.S.</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>Chemistry/M.A.T.*</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>School Counseling/ M.A.Ed.*</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>Community Counseling/ M.S.</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>Educational Administration</td>
<td></td>
</tr>
<tr>
<td>Two-Year College/ M.A.Ed.</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>Educational Leadership/ Ed.S./<em>/Ed.D.</em></td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>Educational Supervision</td>
<td></td>
</tr>
<tr>
<td>Elementary Education (K-6)/M.A.Ed.*</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>Middle Grades (6-9)/ M.A.Ed.*.</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>Subject Specialties/ M.A.Ed.*</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>Curriculum-Instruction/ M.A.Ed.*</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>Instructional Technology</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>Specialist-Computers/ M.A.Ed.*</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>Elementary Education (K-6)/M.A.Ed.*</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>Middle Grades (6-9)/ M.A.Ed.*.</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>English/M.A.</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>English/M.A.T.*</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>Two-Year College</td>
<td></td>
</tr>
<tr>
<td>Teaching/M.A.Ed.</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>Health Sciences/M.H.S.</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>History, American/M.A.</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>Family and Consumer Sciences/ M.A.T.*</td>
<td>GRE Gen.</td>
</tr>
<tr>
<td>Family and Consumer Sciences/ M.S.**</td>
<td>GRE Gen.</td>
</tr>
</tbody>
</table>

*Programs leading to recommendation for North Carolina teacher licensure.

**On inactive status.
<table>
<thead>
<tr>
<th>Programs/Degrees</th>
<th>Admission Tests</th>
<th>Supervising Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resource</td>
<td>GRE Gen.</td>
<td>Human Services</td>
</tr>
<tr>
<td>Development/M.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individually Approved</td>
<td>GRE Gen.</td>
<td>Administration, Curriculum, and Instruction; Subject specialist department</td>
</tr>
<tr>
<td>Multidisciplinary Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two-Year College</td>
<td>GRE Gen.</td>
<td></td>
</tr>
<tr>
<td>Teaching/M.A.Ed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior and Community</td>
<td>GRE Gen.</td>
<td>Subject specialist department; Administration, Curriculum, and Instruction</td>
</tr>
<tr>
<td>College Teaching/M.A.Ed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics/M.A.T.*</td>
<td>GRE Gen.</td>
<td>Mathematics and Computer Science; Administration, Curriculum, and Instruction</td>
</tr>
<tr>
<td>Two-Year College</td>
<td>GRE Gen.</td>
<td>Same as above</td>
</tr>
<tr>
<td>Teaching/M.A.Ed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music/M.A.</td>
<td>GRE Gen.</td>
<td>Same as above</td>
</tr>
<tr>
<td>Applied</td>
<td>GRE Gen.</td>
<td></td>
</tr>
<tr>
<td>Education*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>GRE Gen.</td>
<td>Health and Human Performance; Administration, Curriculum, and Instruction</td>
</tr>
<tr>
<td>Public School/M.A.T.*</td>
<td></td>
<td>Same as above</td>
</tr>
<tr>
<td>Two-Year College</td>
<td>GRE Gen.</td>
<td>Physical Therapy</td>
</tr>
<tr>
<td>Teaching/M.A.Ed.</td>
<td></td>
<td>College of Business</td>
</tr>
<tr>
<td>Physical Therapy/M.P.T.</td>
<td>GRE Gen.</td>
<td>Psychology</td>
</tr>
<tr>
<td>Project Management/M.P.M.</td>
<td>GMAT</td>
<td>Same as above</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td>Political Science and Public Affairs</td>
</tr>
<tr>
<td>Clinical/M.A.</td>
<td>GRE Gen.</td>
<td>Elementary and Middle Grades Education; Administration, Curriculum, and Instruction</td>
</tr>
<tr>
<td>School/M.A. (Level II)*</td>
<td>GRE Gen.</td>
<td>Administration, Curriculum, and Instruction</td>
</tr>
<tr>
<td>Public Affairs/M.P.A.</td>
<td>GRE Gen.</td>
<td>Same as above</td>
</tr>
<tr>
<td>Reading/M.A.T.*</td>
<td>GRE Gen.</td>
<td>Social Sciences; Administration, Curriculum, and Instruction</td>
</tr>
<tr>
<td>School Administration/</td>
<td>GRE Gen.</td>
<td>Human Services</td>
</tr>
<tr>
<td>M.S.A.*</td>
<td></td>
<td>Same as above</td>
</tr>
<tr>
<td>Social Sciences/M.A.T.*</td>
<td>GRE Gen.</td>
<td>Same as above</td>
</tr>
<tr>
<td>Special Education</td>
<td>GRE Gen.</td>
<td>Industrial and Engineering Technology</td>
</tr>
<tr>
<td>Communication Disorders/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRE Gen. M.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General</td>
<td>GRE Gen.</td>
<td></td>
</tr>
<tr>
<td>Behavioral Disorders/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A.Ed.*</td>
<td>GRE Gen.</td>
<td>Same as above</td>
</tr>
<tr>
<td>Learning Disabilities/</td>
<td>GRE Gen.</td>
<td>Same as above</td>
</tr>
<tr>
<td>M.A.Ed.*</td>
<td>GRE Gen.</td>
<td>Same as above</td>
</tr>
<tr>
<td>Mental Retardation/</td>
<td>GRE Gen.</td>
<td></td>
</tr>
<tr>
<td>M.A.Ed.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology/M.S.</td>
<td>GRE Gen.</td>
<td></td>
</tr>
</tbody>
</table>
Western Carolina University is a comprehensive university within the University of North Carolina, offering a broad array of undergraduate and graduate programs in the arts, sciences, and professions. The university serves the people of North Carolina from its residential main campus at Cullowhee, situated between the Blue Ridge and Great Smoky Mountains, and through its resident credit programs in Asheville and Cherokee.

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

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

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

The university prepares students to become contributing and informed citizens in a global community. By working both independently and collaboratively, graduates of the university have demonstrated the knowledge, skills, and attitudes of an educated person, including:

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

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

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

Location
Western Carolina University is located in the scenic Appalachian mountain ranges at Cullowhee, North Carolina. The university consists of the main campus in Cullowhee and resident credit centers in Asheville and Cherokee. A faculty of about 335 serves a student body of almost 6,700 in resident-credit and extension classes.

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

The central campus consists of about 265 acres, including beautifully wooded areas and modern academic, student residence, recreation, and athletic facilities. The Blue Ridge Parkway, Great Smoky Mountains National Park, Cherokee Indian Reservation, Fontana Lake, and numerous resort areas offer golf, skiing, fishing, hunting, hiking, water sports, and other recreational opportunities nearby.
Governance

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

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

Accreditation

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

American Assembly of Collegiate Schools of Business
American Association of Family and Consumer Sciences
American Chemical Society
American Dietetic Association (Approved Didactic Program in Dietetics)
American Association of Family and Consumer Sciences
American Speech-Language-Hearing Association
Commission on Accreditation of Allied Health Education Programs in cooperation with the American Health Information Management Association, and the Joint Review Committee on Educational Programs for the EMT-Paramedic
Council for Accreditation of Counseling and Related Educational Programs
Council on Social Work Education
Environmental Health Science and Protection Accreditation Council
National Accreditation Council for Environmental Health Science and Protection
National Accrediting Agency for Clinical Laboratory Sciences
National Association of Schools of Music
National Council for Accreditation of Teacher Education
National League for Nursing
North Carolina Board of Nursing
North Carolina Department of Public Instruction
Project Management Institute
Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (Manufacturing Engineering Technology and Electronics Engineering Technology)

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

Academy of Criminal Justice Sciences
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of Higher Education
American Association of State Colleges and Universities
American Council on Education
American Society of Allied Health Professions
Association for Theatre in Higher Education
Association for Continuing Higher Education
Association of Governing Boards of Universities and Colleges
College Entrance Examination Board
Conference of Southern Graduate Schools
Cooperative Education Association
Council of Graduate Schools in the United States
Institute for International Education, Inc.
International Council for Small Business
National Association of Student Financial Aid Administrators
National Business Education Association
National University Continuing Education Association
North American Association of Summer Sessions
North Carolina Academy of Science
North Carolina Association of Colleges and Universities
North Carolina Bar Association
North Carolina Criminal Justice Education and Training Standards Commission
Southeastern Theatre Conference
Southern Atlantic States Association for Asian and African Studies
Southern Regional Education Board
Southern States Communication Association
Speech Communication Association
United States Distance Learning Association
United States Institute for Theatre Technology
GRADUATE STUDENT LIFE

Housing. The university’s eleven residence halls are an important part of campus life, offering a variety of experiences that can contribute to intellectual, personal, and social development. The residence halls are staffed by professional personnel who are responsible for the welfare of students living on campus and for the upkeep of the buildings.

Residence halls are open to all students, undergraduate and graduate, to the extent available. All rooms are equipped to accommodate two students. There are no single rooms, but private occupancy may be arranged for an additional fee, if space is available.

Each room is furnished with computer data ports, single beds, study desks, chairs, dressers, and closets. Students provide their own pillows, bed linens, towels, lamps, clocks, wastebaskets, and telephones. They also may bring radios, stereos, and televisions as long as outside antennae are not required. Cable television is available in public areas. Cable television service is available in each room as an option to students who contract individually with the local commercial cable company serving the campus. Other facilities include vending machines, post office boxes, washers and dryers. Local telephone service is included in the housing fee. If the student requests long distance service, he/she is assigned a personal security code and will be responsible for those charges.

Room Reservations and Advance Partial Payment. Any graduate student may reserve a room in the residence halls by submitting the advance partial payment of $100 and a signed application/contract to the Controller’s Office. Returning students are to submit a signed contract with $150 prepayment. These payments for the fall semester should be submitted no later than June 1. The deadline for the spring semester (January) is December 1. Checks should be made payable to Western Carolina University. Housing advance payments received after the deadline will be accepted on a space-available basis. Financial aid awards may not be used to cover advance partial payments.

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

Summer Terms. Students who begin their enrollment during summer terms (May or July) are not required to submit the advance housing payment, but must submit the Residence Hall Application/Contract if they wish to reside in university housing.

Refund Policy. Students who have paid the advance housing payment and choose not to attend WCU are eligible for a 100 percent refund if notification of cancellation is received prior to June 1 (December 1 for spring). Cancellations received after June 1 (December 1 for spring) will be subject to a $50 administrative processing fee.

Housing for Married and Graduate Students. Robertson Hall is available for married students. It consists of thirty-seven efficiency and five one-bedroom apartments. Madison Hall is available for graduate students. It offers forty-one private rooms with private baths and is an air-conditioned, nonsmoking hall.

Residence Hall Regulations. For health and safety reasons, and because of legal statutes, the university is unable to allow certain items in resident housing. These items include body building equipment, cooking appliances, halogen lamps, fireworks, outside antennae, radio transmitters, air conditioners, firearms, ammunition, explosives, water beds, and dart and archery equipment. To ensure the welfare of residents, certain harmful activities are not permitted. These include fighting, wrestling, gambling, vandalism, or littering in or around the buildings. Students who are involved in the damage or loss of residence hall property will be required to pay for the cost of repair or replacement, or to share in such costs if more than one student is responsible for the damage or loss.

Housing inspections or investigations for purposes of safety, health, maintenance, sanitation, or reasonable cause are proper responsibilities of the Department of University Housing and are not to be interpreted as an invasion of privacy. Information about investigations or searches is contained in the Student Bill of Rights, Article 6, Section B.
The university extends to students the privilege of visiting with members of the opposite sex in residence hall rooms. All resident students and their guests are expected to follow the rules and regulations of the university as well as state and federal laws.

Off-Campus Housing. Students who plan to live off-campus make their own living arrangements. It is a good idea to inspect the facilities before making any housing agreement and to obtain a written contract outlining the responsibilities of the renter and landlord. Students who move from the residence halls to off-campus locations must notify the Department of University Housing and receive approval in advance. Students living off campus are governed by the rules and regulations of the university while on campus.

Meals
The University Food Service provides two cafeterias—Brown and Dodson—and a food court. Students may eat breakfast, lunch, and dinner in either cafeteria. Residence hall students are required to pay for board on a semester basis; other students may purchase meal tickets or pay for their meals on an individual basis.

Motor Vehicles
Any student owning, operating, or having custody of a motor vehicle on the campus must register the vehicle and display a registration sticker. Contact the Public Safety Office for vehicle registration on registration day and obtain a copy of campus traffic regulations.

Health Services
Graham Infirmary. The University Health Service supervises physical health care provided on the university campus. Physician, nurse, laboratory personnel, and outpatient facilities are housed in Graham Infirmary. Consultation hours are posted at the infirmary.

A complete medical record is required of all students entering the university. Additional information for updating during the period of actual attendance may be requested. New students are required by North Carolina General Statute 130A-155.1 to have the following current immunizations: diphtheria-pertussis-tetanus or tetanus-diphtheria, measles (rubeola), rubella, and polio. Evidence of the immunizations should be in the student's records at the time of registration. If this evidence is not present, the student will have thirty days to correct the deficiency. If the deficiency is not corrected in this time period, the student will not be allowed to continue to attend the university.

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

Testing Services. The Testing Center is located in the Counseling and Psychological Services Center. Testing services include individual administration of academic tests (CLEP, MAT, Correspondence Exams) and group administration of national university entrance exams such as GRE, PRAXIS Series, GMAT, SAT, LSAT, MCAT, and ISAT.

Mental Health Service. The Smoky Mountain Mental Health Center is an outpatient diagnostic and treatment facility serving the university community. The services are available by appointment or on an emergency basis.

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

Information concerning the voluntary programs is available from the Office of Student Development, 460 H. F. Robinson Administration Building, 227-7234.
Career Planning and Job Placement

CAP Center. The Career and Academic Planning Center offers career counseling and testing, academic advising, cooperative education, student support services, and job placement assistance.

Education Placement Service. Employment placement services for all students and alumni who seek employment in education are available through the CAP Center in McKee Building, 227-7133.

Educator Licensure Assistance. All students and alumni seeking initial or subsequent education licensure will find assistance in the Office of Field Experience and Licensure in Killian Building, 227-7315.

Other Facilities and Services

Post Office. All mail is received in Cullowhee through the United States Postal Service. A residence hall mailbox should be rented through the Department of University Housing by students living in residence halls. Other students may rent a box in the Cullowhee post office. The campus post office in McKee Building provides on-campus service from 11 a.m. to 1 p.m., Monday through Friday. Postal regulations do not permit long-term receipt of mail through General Delivery.

Books and Supplies. The WCU Bookstore offers students a wide variety of merchandise, including textbooks, course materials, WCU clothing and gift items, art supplies, cosmetics, stationery, and other supplies. An extensive selection of books is offered for class use and pleasure reading and books may be special ordered if not in stock. All books for 500-, 600-, 700-, and 800-level courses are sold by the store. Books for graduate students taking courses numbered below 500 are sold by the Book Rental Department located in the store. Graduation caps, gowns, invitations, class rings, and computer hardware and software also may be purchased at the bookstore.

Bank Services. A branch office of Wachovia Bank and Trust Company is located in Cullowhee and offices of this bank, First Citizens Bank and Trust, First Union National Bank, Community Bank & Trust Company, Haywood Savings Bank, North Carolina National Bank, and Jackson Savings Bank are located in Sylva, seven miles from the university.

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

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

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

Wellness Program. The goal of the Wellness Program is to provide students, faculty, and staff a positive and healthy environment in which to live and grow. The program provides services on health and wellness issues, including health presentations; resources to help individuals with projects and personal issues; a Wellness Resource Library; a walking program for students, faculty, and staff; and events centered on national awareness topics such as fitness, nutrition, AIDS, and alcohol. For further information, call 828-227-7018.

Ramsey Regional Activity Center. The Liston B. Ramsey Regional Activity Center, adjacent to E.J. Whitmire Stadium, is the largest, most versatile public-assembly facility of its kind in western North Carolina. The center features a main arena seating capacity of over 8,000 people and houses offices of Ramsey Center administration, the Department of University Athletics, and University Publications. Through a network of movable curtains,
the main arena can be transformed from a major concert venue or sports arena to a more intimate theatrical setting.

Ramsey Center's multipurpose design and excellent facilities provide for a wide variety of activities ranging from WCU basketball games to major concerts, theater and television productions, workshops, banquets, receptions, and conferences. A ticket office, racquetball courts, and weight room are also located in the Ramsey Regional Activity Center.
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 6,700, of which some 1,000 are graduate students. Including its credit and noncredit instructional courses, continuing education offerings, and workshop, conference, and service programs, the university serves more than 12,000 persons each year. The Graduate School offers programs leading to eleven master's degrees in over fifty professional and academic areas and the Ed.S. and the Ed.D. in educational leadership.

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, American history, art, biology, business administration, chemistry, counseling, educational leadership, educational supervision, elementary education, English, family and consumer sciences, health sciences, human resource development, mathematics, middle grades education, music, physical therapy, project management, psychology, public affairs, reading, school administration, special education, or technology.

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

Further information may be obtained by writing the Graduate School, Western Carolina University, 250 H.F. Robinson Administration Building, Cullowhee, North Carolina 28723-9022 or by telephoning 828-227-7398 or 800-369-9854.

Among the research and service facilities available to graduate students at the university are:

Western Carolina University Programs in Asheville. The university offers, in Asheville, a broad range of instruction at the advanced undergraduate and graduate levels, particularly in the areas of education, business administration, human resource development, nursing and health sciences, public affairs, manufacturing and electronics engineering technology, and criminal justice. These programs of instruction utilize the educational facilities and resources of the University of North Carolina at Asheville. The programs provided, intended principally for the residents of Buncombe and surrounding counties, are attended by students who commute from considerable distances throughout the region.

All of the course requirements for master's degrees in accountancy, business administration, elementary education, health sciences, human resource development, middle grades education, school administration, special education, and supervision are offered. The education specialist degree is offered in educational leadership which leads to recommendation for advanced licensure for principals, superintendents, and general supervisors. Two-year college programs are available at the master's level.

Most of the course requirements for master's degrees in community counseling, school counseling, English, and technology are also offered in Asheville.

Some of the course requirements for the Master of Arts in Teaching degree in both secondary and special subject teaching, the Doctor of Education degree in educational leadership, as well as courses in history, mathematics, physical education, and psychology are available.

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

**Division of Continuing Education and Summer School.** As the instructional outreach unit of Western Carolina University, the Division of Continuing Education and Summer School extends the resources of the campus to the region, state, nation, and world using a variety of delivery systems and formats. The division's offerings include conferences, workshops, seminars, noncredit activities, extension credit courses, summer school, and distance learning, in cooperation with the academic colleges and departments.

For information or to be placed on a mailing list for programs in your area of interest, call 828-227-7397 or 800-WCU-4YOU (928-4968).

**Highlands Biological Station.** The Highlands Biological Station is a regional field station for biological research and education in the southern Appalachian mountains. The station is an interinstitutional center of the University of North Carolina. It is administered by Western Carolina University. Twenty-nine colleges and universities participate in the station's programs as member institutions.

The station is located on the crest of the Blue Ridge Mountains about thirty miles south of Cullowhee. It lies within an area of high biotic and environmental diversity and is ideally situated for a variety of field studies. Its facilities are open to graduate students and senior investigators who are engaged in research on the plants, animals, and environments of the southern Appalachian region. The station offers courses each summer at the advanced undergraduate/graduate level. The station maintains a well-equipped laboratory, housing for students and investigators, and a dining hall. A grant-in-aid program provides financial aid to graduate students conducting thesis research on the biota of the region.

Further information is available from the Executive Director, Highlands Biological Station, P.O. Box 580, Highlands, North Carolina 28741, 828-526-2602, http://www.wcu.edu/hibio.

**Hunter Library.** The library contains more than 550,000 books and bound periodical volumes, 65 on-line databases, 673 CD-ROMs, and one million units of microform. Approximately 2,400 serial subscriptions are received, including regional, national, and international newspapers. The annual addition rate of new materials is more than 15,000 items.

As a selective federal depository, the library holds more than 180,000 government documents and adds important items monthly. Of special interest is the North Carolina Documents Collection which houses publications generated by the state government.

Hunter Library is also a depository for maps published by the United States Geological Survey, the Defense Mapping Agency, and other federal agencies. The map room collection contains more than 112,000 sheet maps, over 600 atlases, and a small reference collection.

The Special Collections unit of Hunter Library maintains manuscripts collections, books, photographs, and other resources documenting the history of Western North Carolina and Southern Appalachia, the history of the Cherokee Indians, literary works and papers of authors residing in or native to Western North Carolina, the behavior of spiders, and the history of Western Carolina University.

As a service for professional education programs, a Curriculum Materials Center (CMC) is maintained that contains the state-adopted textbooks for North Carolina, curriculum guides, children's literature, and manipulatives suitable for classroom use. The CMC also contains the Library Media collection which includes CDs, videotapes, etc.

Hunter Library shares an on-line system with the libraries at Appalachian State University and the University of North Carolina in Asheville. Faculty, students, and staff may borrow materials from those libraries and generally receive them within seventy-two hours.

The library also provides access to online indexes, Infotrac, First Search, ERIC, Uncover, Chemical Abstracts, and Mathematical Reviews. In addition, the library offers the following CD-ROM bibliographic services: Compact Disclosure, MLA, Psyclit, Sport Discus, ERIC, Biography and Genealogy Master Index, and GPO.

Hunter Library provides library materials in UNCA's Ramsey Library for Western Carolina University courses and programs offered on the Asheville campus.
Myron L. Coulter Faculty Center for Excellence in Teaching and Learning. This center provides services designed to assist all faculty on campus in achieving and maintaining excellence in their teaching. Extensive support is available for faculty who wish to use instructional technology in their teaching. The center also sponsors workshops, faculty project teams, and other special events designed to encourage instructors to talk about effective teaching and exchange creative ideas for enriching student learning. Activities and services typically include:

- Consultation on course development, lesson plans, and applications of instructional technology
- The “faculty sandbox,” a place where faculty can develop instructional materials via computer
- Assistance in preparing to teach via distance education
- Computer classroom orientation and training
- Faculty Forum, a monthly publication featuring provocative opinion pieces by WCU faculty
- Faculty-to-faculty mentoring program
- A lending library of professional literature on college teaching
- Microgrants: travel funds for workshops on teaching
- Instructional Improvement Grants: funds for supplies and services for redesigning courses

University Writing Center. A trained staff of faculty, graduate assistants, and peer tutors is available to assist both student and faculty writers with their individual needs. The staff's approach is to guide the writer through the stages of composing by making positive suggestions for improvement. Beginning with the writer's initial ideas, tutors can help with brainstorming, prewriting, drafting, revising, editing, and proofreading. By offering the writer workable strategies, the tutors can move the student toward self sufficiency.

Mountain Resource Center. The Mountain Resource Center (MRC) is a major technical assistance and service unit of Western Carolina University that extends the resources of the university beyond the campus. MRC is a recognized source of knowledge about western North Carolina, with special emphasis on rural economic and social development. Through counseling and technical assistance, planning and research support, data collection and analysis, specialized training, conferences, and workshops, MRC serves as a catalyst for economic and social development in Western North Carolina, the state, and the world. The center provides assistance for town, county, and state government; business and industry; educational and social agencies; chambers of commerce; citizens groups; civic clubs; voluntary and nonprofit organizations; and other special-purpose groups. MRC serves as the home for Western North Carolina Tomorrow (WNCT), a regional citizen-leadership organization; the western regional office of the North Carolina Small Business and Technology Development Center; and a federal Economic Development Administration University Center. MRC encourages faculty and student involvement in its program activity, especially in the areas of economic development, human resources, natural resources, and international trade technical assistance and services.

International Programs and Services. The office of International Programs and Services (IPS) is the primary focus for information, coordination, and support of international activities for Western Carolina University. Activities are directed at student and faculty exchanges, academic programs, study abroad, research, university linkages, training, technical assistance, and enhancement of the international climate at WCU. IPS also serves as the headquarters of the Center for PVO/University Collaboration in Development, an association of more than thirty universities and private voluntary organizations cooperating in development activities throughout the world. IPS encourages student, faculty, and public inquiries about international programs and activities available through WCU.
Mountain Aquaculture Research Center. The center was established within the College of Arts and Sciences at WCU in 1988. Its mandate is to foster biotechnologically based research to support the economic sustainability of the aquaculture industry in western North Carolina. Facilities include an office, an analytical laboratory, and indoor fish-rearing laboratories utilizing biofiltered recirculated water. Research activities of the center are of both a basic and an applied nature. They are conducted by the center personnel in collaboration with faculty and students (graduate and undergraduate) in the Departments of Biology, and of Chemistry and Physics and also include collaborative research activities with the NC Wildlife Resources Commission, the NC Cooperative Extension Service, and the commercial trout industry. Areas of research interest include: culture characteristics of all-female and/or triploid rainbow and brook trout, identification of DNA markers associated with sex and other genetic traits of interest in commercial trout production as well as in fisheries management, study of the physiological responses of fish to stressors (thermal, pH, etc.), identification of biochemical measures and genetic markers associated with levels in these responses, and monitoring impact and control of fish farm effluents.

Mountain Heritage Center. The center collects, interprets, and disseminates knowledge about the southern Appalachian region and its people. It conducts research and collects and displays artifacts. It interprets the region's natural and cultural heritage through publications, exhibitions, and demonstrations. The center works with public schools in preparing programs for educational enrichment and provides an educational experience for university students through internships. MHC's essential objective is to promote public awareness of the rich traditions of the mountains.

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

Speech and Hearing Center. The Speech and Hearing Center provides outpatient diagnostic, treatment, and consultative services for individuals with known or suspected communication disorders. The services are available on campus or through outreach clinics held in Cherokee, Haywood, Jackson, and Swain counties. These sites also provide clinical practicum experiences for students pursuing graduate and undergraduate degrees in communication disorders. All professional members of the program are certified by the American Speech-Language-Hearing Association and licensed by the State of North Carolina in their respective fields of audiology and speech-language pathology.

Office of School Services. The Office of School Services in the College of Education and Allied Professions maintains an inventory of campus resources that can be of service to the public schools through technical assistance or research initiatives. The office disseminates information on campus resources, receives requests for assistance from school districts, and directs requests to the appropriate campus resource.

Summer Program for Gifted Students. The College of Education and Allied Professions conducts a comprehensive summer program for students in grades 4-10 emphasizing experiences designed to challenge the academically gifted. One, two, and four week sessions are available.

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

**Computing Resources.** Computing resources are available in each of the university's colleges. Four major computing resource centers are located in Forsyth Building. A 25-station microcomputer classroom is located in Forsyth 334; a multimedia classroom equipped with 25 PCs in Forsyth 116; microcomputers in a laboratory environment in Forsyth 320-21; and terminals in an area adjacent to the Computer Center in Forsyth. All PCs are 486 or Pentium machines. Providing convenient and immediate access to data through local and world-wide networks, these computing resource centers are equipped to enhance scholarship and research for persons pursuing advanced degrees.

Located in Hunter Annex is an additional computing laboratory including a number of networked personal computers. Access is gained through the basement of Stillwell Building.

The university sponsors the WCU MicroNet Project whereby teachers and students in more than sixty North Carolina high schools access a computer on campus for electronic mail, student competitions, graduate courses, and research participation with faculty. The departments involved are biology, chemistry and physics, and geosciences and anthropology.

The Mathematics Tutoring Resource Center provides tutoring not only in math and science but also in the use of computers and computer science.

**Computer Center.** The Computer Center is responsible for providing computer information services to the entire campus community. These services provide access to computing resources that students, faculty members, administrators, and staff members need as they learn and apply the products of learning and contribute to the university's community of scholarship.

The Center provides planning and technical guidance in the integration of varied new and existing campus information technologies, and provides leadership in the efficient, effective, and timely use of a vital university resource--information. Located in the Forsyth Building, the Computer Center reports to the Office of the Chancellor.

The central computing facilities managed by the Computer Center consist of two Digital Equipment Corporation VAX 4000/700A computers which run the VAX/VMS operating system. The VAXes may be accessed by microcomputers or terminals on the campus network or by dial-up modems. On the VAXes, the Computer Center provides access to a wide selection of software for academic computing. Software programming languages include BASIC, C, FORTRAN, Pascal, COBOL, and MACRO, with Datatrieve as a common report-retrieval language. Administrative computing services on the VAXes include student record, financial, and alumni systems from Systems & Computer Technology Corporation and several applications developed by the Computer Center staff.

A variety of generalized programs for the solution of problems in statistics, numerical analysis, and other areas is available through the Center's program library facilities. These include SPSS, SAS, and Minitab. For large research problems and special applications, faculty and students may access the computer resources of the North Carolina Supercomputing Center located in Research Triangle Park.

The Computer Center also supports the campus network which has a FDDI dual optic fiber ring backbone between buildings. There are over 2,400 microcomputers in offices and lab facilities on campus, and most departments have local area networks which are connected to the campus network. Student residence halls are also on the campus network and have two network ports per room. There are four general microcomputer lab facilities which are open at least eighty hours per week. The Computer Center supports both DOS (Windows) and Apple Macintosh operating systems and various microcomputer application programs.

WCU is a node on the North Carolina information highway and the campus network is connected to the statewide NC-REN network which provides WCU's Internet access. All students receive an account on the central VAX which provides them with access to VAX software, electronic mail, text based Internet services, and the university library. The WCU
World Wide Web server at URL http://www.wcu.edu has general information about WCU. The university is also an active member of CAUSE and EDUCOM.

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

Carolina Colloquy for University Teaching. The Carolina Colloquy for University Teaching promotes high quality teaching across all institutions in The University of North Carolina system. The activities of the Colloquy address issues of teaching, learning, and student development and include a multi-campus retreat, a new faculty seminar on exemplary teaching, a summer conference, and an electronic journal. Colloquy activities are supervised by a steering committee consisting of one representative from each campus in The UNC system. Administrative headquarters are located at Western Carolina University.

Faculty and Student Research. Research and Graduate Studies serves as the official source of information about contract and grant possibilities and is the office through which all members of the faculty and staff channel their proposals for university approval and subsequent submission to the Office of Research and Public Service Programs of the General Administration of the University of North Carolina and to the appropriate sponsoring agency. The research administration staff assists faculty, staff, and students in the preparation of proposals, including budget development.

Administration

The Graduate School consists of a graduate faculty represented by the dean, who is the administrative officer, and the Graduate Council. The dean reports to the vice chancellor for academic affairs and is responsible for research and graduate studies.

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.
FEES, EXPENSES, AND FINANCIAL AID

Expenses are held to a minimum. The following schedule of fees, payable at the beginning of each semester will be effective beginning with fall semester of the 1998-99 academic year. The university reserves the right to alter any charges without prior notice upon direction from appropriate governing authorities.

Fees Per Semester

Full-time Graduate Student

<table>
<thead>
<tr>
<th>Tuition and Academic Fees</th>
<th>North Carolina Student</th>
<th>$ 459.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out-of-state Student</td>
<td></td>
<td>$ 4,094.00</td>
</tr>
<tr>
<td>*Required Fees</td>
<td></td>
<td>440.50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Room</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence Hall Double Room Rate</td>
<td>740.00</td>
<td></td>
</tr>
<tr>
<td>Madison Hall Rate (graduate housing)</td>
<td>1,525.00</td>
<td></td>
</tr>
<tr>
<td>Robertson Apartments (married housing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Efficiencies</td>
<td>1,480.00</td>
<td></td>
</tr>
<tr>
<td>One bedroom apartments</td>
<td>1,625.00</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Board (required of all residence hall students)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Declining Balance — Standard Option</td>
<td>723.00</td>
<td></td>
</tr>
<tr>
<td>Declining Balance — Low Option</td>
<td>656.00</td>
<td></td>
</tr>
<tr>
<td>18 Flex Meal plus $50 plan</td>
<td>874.00</td>
<td></td>
</tr>
<tr>
<td>12 Flex Meal plus $100 plan</td>
<td>778.00</td>
<td></td>
</tr>
</tbody>
</table>

| Totals:                                      |                        |          |
| Day Student                                  |                        |          |
| North Carolina rate                          | 899.50                 |          |
| Out-of-State rate                            | 4,534.50               |          |

| Residence Hall Boarding Student              |                        |          |
| North Carolina rate                          |                        |          |
| Declining Balance — Standard Option          | 2,362.50               |          |
| Declining Balance — Low Option               | 2,295.50               |          |
| 18 Flex Meal plus $50 plan                   | 2,513.50               |          |
| 12 Flex Meal plus $100 plan                  | 2,417.50               |          |
| Out-of-State rate                            |                        |          |
| Declining Balance — Standard Option          | 5,997.50               |          |
| Declining Balance — Low Option               | 5,930.50               |          |
| 18 Flex Meal plus $50 plan                   | 6,148.50               |          |
| 12 Flex Meal plus $100 plan                  | 6,052.50               |          |

Part-time Graduate Student

(8 hours or fewer)

<table>
<thead>
<tr>
<th>Semester Hours Enrolled</th>
<th>North Carolina Student</th>
<th>Out-of-state Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>143.65</td>
<td>1,052.65</td>
</tr>
<tr>
<td>2</td>
<td>172.30</td>
<td>1,081.30</td>
</tr>
<tr>
<td>3</td>
<td>315.95</td>
<td>2,132.95</td>
</tr>
<tr>
<td>4</td>
<td>344.60</td>
<td>2,161.60</td>
</tr>
<tr>
<td>5</td>
<td>373.25</td>
<td>2,190.25</td>
</tr>
<tr>
<td>6</td>
<td>516.90</td>
<td>3,242.90</td>
</tr>
<tr>
<td>7</td>
<td>545.55</td>
<td>3,271.55</td>
</tr>
<tr>
<td>8</td>
<td>574.20</td>
<td>3,300.20</td>
</tr>
</tbody>
</table>

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

*Required fees include: Health Services, $83.50; Recreation and Cultural, $75; Athletics, $124.50; Athletic Facilities, $16; University Center, $91; Education and Technology, $47.50; Documents, $3.
Additional Fees

Application fee.................................................................$35
Graduation fee .................................................................$30
Cap, gown, and hood .........................................................obtained through WCU Bookstore
Late registration fee .......................................................$10

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

Payment of Fees. All charges are due and payable on or before the date of registration for each term. Payment by check in the exact amount of the bill is recommended. A fee of $10 is assessed if a bank declines payment of a student’s personal check and the student is at fault.

Any fees or fines not paid will cause the university to withhold the issuing of transcripts and other records, including registration materials, until all debts are cleared. Failure to make proper payments on accounts will result in cancellation of registration.

Active students will make application but not pay the application fee when they desire to change from one degree program to another.

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

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

Withdrawal

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

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

Students who interrupt or terminate their education at the university during or at the end of a term for any reason are responsible for clearing any indebtedness in the following areas: housing office, bookstore, financial aid office, controller’s office, library, public safety office, academic departments, and infirmary.

Refund Policies

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

<table>
<thead>
<tr>
<th>Days</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-11</td>
<td>90 percent</td>
</tr>
<tr>
<td>12-28</td>
<td>50 percent</td>
</tr>
<tr>
<td>29-57</td>
<td>25 percent</td>
</tr>
<tr>
<td>58</td>
<td>0 percent</td>
</tr>
</tbody>
</table>
EXCEPTION: Students who withdraw from the university in their initial term of enrollment are entitled to refunds of tuition and fees in accordance with the following schedule:

<table>
<thead>
<tr>
<th>Days Following Last Day of Registration</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>On or before the last calendar day</td>
<td>100 percent</td>
</tr>
<tr>
<td>1-7</td>
<td>93 percent</td>
</tr>
<tr>
<td>8-14</td>
<td>93 percent</td>
</tr>
<tr>
<td>15-21</td>
<td>86 percent</td>
</tr>
<tr>
<td>22-28</td>
<td>86 percent</td>
</tr>
<tr>
<td>29-35</td>
<td>79 percent</td>
</tr>
<tr>
<td>36-42</td>
<td>79 percent</td>
</tr>
<tr>
<td>43-49</td>
<td>72 percent</td>
</tr>
<tr>
<td>50-56</td>
<td>72 percent</td>
</tr>
<tr>
<td>57-63</td>
<td>65 percent</td>
</tr>
<tr>
<td>64-70</td>
<td>65 percent</td>
</tr>
<tr>
<td>71 calendar days following the last day of regular registration</td>
<td>0 percent</td>
</tr>
</tbody>
</table>

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

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

**Summer School Tuition and Fees.** A student who withdraws from summer school on or before the first day of classes will be refunded 100 percent of tuition and fees. Students who withdraw after the first day of classes are eligible for refunds through the first 50 percent of the summer terms. The refund prorations for summer school are available from the controller's office.

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

**Room and Board.** Refunds of room rent for any semester or summer term will be calculated at the same rate as tuition and fees. The residence hall deposit is not refundable if withdrawal occurs before completion of the current housing contract period.

Meal ticket refunds for Standard Meal Plans will be calculated at the same rate as tuition and fees. Meal ticket refunds for Declining Balance Plans will be based on the actual balance remaining on the student account at the time of withdrawal. Flex Meal Plans have a standard and a declining balance component. Refunds for Flex plans will be based on the policy applicable to each component. Refunds will not be made for the last two weeks of a semester or for the last week of a summer session.

All refunds, except those for withdrawals prior to the first day of classes, are subject to an administrative fee not to exceed the lesser of $100 or 5 percent of institutional charges.

**Exceptions.** Exceptions to these policies may be made if a student withdraws from the university for reasons of hardship. Prorated refunds of tuition and fees, room rent, and meal charges may be made to the student or the student's family in case of hardship, which is defined as (1) death of the student, (2) death in the student's immediate family, or (3) withdrawal upon recommendation of the director of student health services. The prorations
and regulations governing refunds in hardship cases are available from the Office for Business Affairs. The vice chancellor for student development must approve, and notify the controller’s office, of any refunds or account adjustments for hardship situations. The controller’s office will take appropriate action to make final settlement of the student’s account. Any other exceptions require approval by the chancellor.

Graduate Assistantships
Teaching, research, and service assistantships are available for a limited number of well-qualified graduate students. Graduate assistantship application forms are available from the Graduate School. Applicants for graduate study who wish to be considered for such assistantships should complete an application form and submit it to the Graduate School. In addition, the applicant may want to address a letter of application to the head of the intended major department or attach a letter to the application form. Consideration for possible appointment to an assistantship can then be given after a decision has been made concerning admission to graduate study. Stipends vary from approximately $5,000 to $6,500, based on a twenty hour per week work assignment. In addition, the out-of-state portion of tuition may be waived for some, but not all, of these assistantships.

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

A limited number of chancellor’s fellowships are available to well-qualified graduate students. The awards, based on merit, are intended to encourage and assist superior students in pursuing graduate studies in the minimum time possible. The value of the fellowships is $6,000 per academic year and carries no work requirement. Students are required to be registered for a minimum of nine semester hours each semester. Forms are available from the Graduate School.

Each semester the Graduate School awards a number of Graduate School study grants. These grants are designed to support well-qualified graduate students by paying $300 per semester. Students must register for a minimum of three semester hours. There is no work requirement and the awards are made on the basis of merit as reflected by the student’s application file. Forms are available from the Graduate School.

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

Minority Presence Grant Program. Part I — provides funds for grants to caucasian students at predominately African-American institutions and to African-American students at predominately white institutions who are residents of North Carolina, are enrolled for at least six hours of degree credit course work, and demonstrate financial need; Part II — provides funds for grants to Native Americans and other minority students at the constituent institutions of the University of North Carolina who are residents of North Carolina, are enrolled for at least six hours of degree credit course work, and demonstrate financial need.

Veterans Assistance
The university is approved for the training of VA benefit recipients.

This institution is approved under the provisions of Title 38 United States Code, Chapter 36. Persons eligible and entitled under provisions of Chapters 30, 31, 32, 34, 35 and Section 901 and 903 and Title 10 United States Code, Chapters 106 and 107 may enroll in programs approved by the North Carolina States Approving Agency. All inquiries concerning VA educational benefits should be addressed to the Director of Student Services, Western Carolina University, Cullowhee, North Carolina 28723.
Disability Services. Assistance for students with disabilities is available through the Office for Student Development, 460 Robinson Administration Building, 828-227-7234.

Explanation of Out-of-State Tuition Rate. North Carolina G.S. 116-143, 1-2-3 governs tuition status. Each student will be subject to the following:

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

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

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

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

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

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

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

Course and Grade Policies

Courses listed in this catalog are open to graduate students only. At least half of the credit hours applied toward a master's degree must be from those courses numbered 600 and above. It is expected that courses applicable toward the education specialist and the doctorate degree will be numbered 600 or above.

Course Loads

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

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

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

Grading System

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points Per Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Passing</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points Per Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>-</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>-</td>
</tr>
<tr>
<td>IP</td>
<td>Grade Pending</td>
<td>-</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>3</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Academic Dismissal. A student who accumulates more than two grades below B or any grade of F will automatically be dismissed from the Graduate School. A student who has been admitted provisionally and fails to meet the terms of admission will also be dismissed from the Graduate School. Once dismissed a student cannot register for graduate courses, but may reapply for admission to the Graduate School.

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

1. Appeal verbally to the instructor. An appeal concerning a final grade, must be made within thirty-five days after the end of final exams.

2. If the matter is not resolved satisfactorily, appeal verbally to the instructor's department head.

3. If the matter is not resolved satisfactorily, appeal in writing to the Dean of the Graduate School. If the appeal involves a grade, a written appeal must be received in the Graduate School within thirty days of the final conference with the department head. Students should be aware that only the instructor can change a grade.

   Within thirty days of receipt of the written appeal, the Graduate Dean convenes a committee comprised of two graduate faculty and one graduate student. This committee hears the student appeal, and makes a recommendation to the Dean, who rules on the student appeal.

4. If the matter still cannot be resolved satisfactorily, the student may appeal to the Vice Chancellor for Academic Affairs and finally, the Chancellor.

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

Credit Policies

Residence Requirement. At least twenty-four semester hours of a student's work toward a degree must be earned in resident-credit courses. All graduate programs in teacher education require a period of full-time resident study of at least one academic semester or one complete summer session. In lieu of resident study, the requirements may be met through an off-campus period of study that is equivalent to one semester or one complete summer session of work. The off-campus study must involve an organized group of graduate students pursuing a specific graduate program under the supervision and instruction of regular Western Carolina University graduate faculty.
Transfer Credit. Up to six semester hours of graduate credit with grades of B or better may be transferred from other regionally accredited graduate schools. No graduate degree credit may be obtained through correspondence courses. Students must transfer credit from both special and nondegree status if they intend to count such credit toward their degree. Students may transfer up to twelve semester hours of graduate credit earned at WCU with grades of B or better from special or nondegree status. Courses used toward a prior degree may not be transferred into a degree program. Requests for transfer of credit already earned are made as soon as is feasible when the student is accepted into degree status. Forms for the transfer of credit are available from the Graduate School. Courses accepted for transfer credit must: (1) be appropriate to the student’s program and be approved by the student’s adviser, (2) be completed within the six-year limit for course work applicable toward the degree, and (3) have been offered by a regionally accredited institution for graduate credit.

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

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

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

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

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

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

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

Student Academic Record Policy

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

Standards of Conduct

The university is committed to developing and maintaining the highest standards of scholarship and conduct. Therefore, all students are subject to the rules and regulations of the university. In accepting admission to Graduate School, students indicate their willingness to abide by university rules and regulations and acknowledge the right of the university to take appropriate disciplinary action, including suspension and/or expulsion, as may be deemed appropriate, for failure to abide by university rules and regulations.

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

Code of Ethics

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

Policy on Illegal Drugs

I. Purpose

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

II. Applicable Policies, Practices, and Programs

A. Education, Prevention, Counseling, and Rehabilitation

1. Just as the primary purpose of Western Carolina University is education, so also the university's major effort to address drug abuse should be educational in nature. The university
shall maintain a comprehensive drug-education program available to all members of the academic community (students, faculty, administration, and staff). The activities of the program shall be the responsibility of the Drug and Alcohol Education Task Force cochaired by the vice chancellor for student development 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.

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,:

* 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.
IV. Illegal Possession of Drugs

A. For a first offense involving the illegal possession of any controlled substance identified in Schedule I, North Carolina General Statutes 90-89, or Schedule II, North Carolina General Statutes 90-90, the minimum penalty shall be suspension from enrollment or from employment* for a period of at least one semester or its equivalent.

B. For a first offense involving the illegal possession of any controlled substance identified in Schedules III through VI, North Carolina General Statutes 90-91 through 90-94, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis. A person on probation must agree to participate in a drug-education and counseling program, consent to regular drug testing, and accept such other conditions and restrictions, including a program of community service, as the Chancellor or the Chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment* for any unexpired balance of the prescribed period of probation.

C. For second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of the students and discharge of faculty members, administrators, or other employees.

V. Suspension Pending Final Disposition

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

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

A. As a condition of employment an employee must abide by the terms of this policy and must notify his immediate supervisor at Western Carolina University of any criminal drug conviction occurring in the workplace no later than five days after that conviction.

B. Western Carolina University will notify federal granting or contracting agencies within ten days after receiving notice that an employee directly engaged in a grant or contract has been convicted of a drug offense in the workplace.

C. Western Carolina University will impose sanctions and/or require satisfactory participation in drug abuse or rehabilitation programs by an employee convicted of a drug-related violation in the workplace no later than thirty days after notice of said conviction.
Policy on Computer Abuse

The university provides computer access through the computer center, colleges, and department computer systems. It is essential that computer systems be protected from misuse and unauthorized access subject to university policy and applicable state and federal laws. Computer abuse defined as, but not limited to, privacy issues, theft, vandalism, copyright issues, and harassment will be referred to the Director of the Computer Center and/or college or department computer network and laboratory managers. Abuse involving theft or vandalism will also be reported to the Director of Public Safety. Penalties include, but are not necessarily limited to, suspension or revocation of computing privileges, reimbursement to the university for resources consumed, other legal action including action to recover damages, referral to law enforcement authorities, and referral to the Office of the Vice Chancellor for Student Development for disciplinary action. In connection with inquiries into possible abuses, the university reserves the right to examine files, programs, passwords, accounting information, printouts, or other computing material without notice authorized only by the Director of the Computer Center.
ADMISSIONS AND DEGREE REQUIREMENTS

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

All applications and inquiries should be addressed to:

Dean of Research and Graduate Studies
Western Carolina University
Cullowhee, NC 28723-9022
Telephone: 828-227-7398 or 800-369-9854

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

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

Application Procedure. All applicants for admission to the Graduate School must (1) submit a completed application with the $35 nonrefundable application processing fee and (2) arrange to have letters of recommendation, official test scores, (as required for the program selected), and official transcripts of all previous academic work sent to the Graduate School.

To be official, test scores must be sent to the Graduate School directly from the testing agency or be recorded on an official transcript. To be official, transcripts must be sent directly from the university or college to the Graduate School or come in a sealed envelope with an unbroken school seal.

The completed application and all credentials should be received by the Graduate School not later than six weeks prior to the opening of the term for which admission is desired. Application may be made as early as one year preceding the semester of entrance. All materials submitted, including transcripts, become the property of the university and cannot be forwarded or returned. The following programs have application deadlines:

- Communication Disorders: March 15
- Counseling (School and Community): February 1
- Physical Therapy: February 1
- Psychology (Clinical and School): February 1

All elements of the admissions process must be completed by the application deadline. Some programs require an interview. Applicants should contact the department of their intended major to determine if an interview is required.

Any student inactive for more than one full year (example: fall semester, spring semester, and summer school) must file a new application for admission, and be reevaluated for admission prior to resuming study.

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

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

**Categories of Admission**

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

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

**Provisional Admission.** Promising applicants who hold a baccalaureate degree but do not meet the formal requirements for regular admission may be granted provisional admission into a degree program. Full graduate standing is granted when these students satisfactorily complete prescribed courses or otherwise remove deficiencies which have been attached to their admission by either the Graduate School or their major department. Also, to move from provisional status to regular degree status, part-time students must earn at least a 3.0 GPA in their first twelve semester hours of completed graduate credit; full-time students must earn at least a 3.0 GPA in their first term of full-time graduate study (nine hours or more of completed graduate level coursework). Some programs may have higher requirements. If provisionally admitted students fail to meet the requirements as stated in their letter of acceptance, the offer of admission to the Graduate School will be withdrawn.

**Special Admission.** Some graduate programs allow students to be admitted to the Graduate School to take courses for one semester only while they are completing their application file. The student must provide evidence of holding a bachelor's degree by submitting with his or her application an unofficial transcript from a regionally accredited institution. By the end of the one semester, the student who wishes to continue taking graduate courses must request a change to admission status using the appropriate Graduate School form.

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

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

**Undergraduates.** Undergraduate students may not enroll in graduate-level courses for either undergraduate or graduate credit. Selected seniors may petition in writing to take courses at the 500 or 600 level only if they meet the eligibility requirements of the Graduate School. Enrollment must be approved in advance of registration and an approved application must be on file in the Graduate School where application forms and information about eligibility are available. If the application is approved, the senior will be expected to meet the same requirements for credit that apply to graduate students regardless of other conditions.
International Students. International students are granted regular, provisional, special, nondegree, or guest matriculant admission to the Graduate School as appropriate in each case.

In addition to the application form, application processing fee, test scores, letters of recommendation, and transcripts as specified for the program, international students must also submit a chronological listing of all formal education, naming certificates, diplomas, degrees, and other documentary forms of educational attainment. International applicants also must submit a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) and provide a statement of financial responsibility. It is expected that international students will not begin graduate study until the admission process is completed and the student has met all admission conditions except prerequisite coursework requirements, if any.

Since several months may be required to receive and process applications from abroad, international students are urged to submit complete information as early as possible.

Admission Requirements

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

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

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

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

In addition to meeting the formula requirements, the following course prerequisites must be satisfactorily completed: 6 semester hours of accounting principles; 3 semester hours of income tax accounting; 3 semester hours of statistics, which includes business applications; 3 semester hours of management principles; 3 semester hours of financial management, and 3 semester hours of business law and ethics. Prerequisites are normally met by coursework but satisfactory examination results may also be considered.

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

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

The General Test of the Graduate Record Examination is required for American history, chemistry, communication disorders, community counseling, English, human resource development, music, psychology, studio art, and technology. The General and appropriate
Subject Test of the GRE are required for applied mathematics.

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

Applicants for the M.A. in music education concentration, which leads to recommendation for North Carolina G licensure, must hold or be eligible to hold a North Carolina Class A teaching licensure in music. Applicants who do not hold, or who are ineligible to hold, the North Carolina Class A teaching license in music or a comparable license in music from another state may be accepted on the condition that deficiencies in this area will be added to the program of study.

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

Three recommendations (forms are available from the Graduate School) from former instructors who are in a position to judge the applicant's aptitude for graduate study are required for all programs except studio art. For studio art, two recommendations, a letter of application to the department of art, and a portfolio of the applicant's work are required.

Master of Arts in Education Degrees

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

Applicants must meet the requirements for admission based on the admissions test and an undergraduate grade-point average for the last 60 hours of the baccalaureate program.

Applicants for the M.A.Ed. in two-year college teaching English must submit a writing sample (such as an undergraduate paper).

Applicants for all M.A.Ed. programs must submit a satisfactory score on the General Test of the GRE and three recommendations from former instructors or employers who are in a position to judge the applicants' aptitude for graduate study. (Forms are available from the Graduate School.)

Master of Arts in Teaching Degree

Applicants must hold or be able to hold a North Carolina Class A teaching license or a comparable license in another state in the chosen teaching option: art, biology, chemistry, English, family and consumer sciences, mathematics, physical education, reading, or social sciences.

Applicants must have a grade-point average of B or higher on all upper-level undergraduate coursework and a satisfactory score on the GRE. Three letters of recommendation from persons who are in a position to judge the applicant's aptitude for graduate study and potential as a graduate-level classroom teacher are required. One of the letters of recommendation should be from the applicant's current supervisor, if applicable. An interview and writing assessment by the M.A.T. faculty are required. Applicants for the M.A.T. in English must submit a writing sample (such as an undergraduate paper).

Applicants must document at least two years of teaching experience. Students who have not taught for at least two years will be required to successfully complete a practicum in pedagogical studies during the program: EDCI 618.
Master of Business Administration Degree
To be eligible for consideration, applicants must present a satisfactory score on the Graduate Management Admission Test (GMAT) and an undergraduate GPA sufficient to meet formula minimums. Letters of recommendation and/or personal interviews may be requested.

In addition to meeting the formula requirements, the following course prerequisites must be satisfactorily completed for admission to the M.B.A. program: 6 semester hours of accounting principles; 6 semester hours of economics (microeconomics and macroeconomics); 3 semester hours of statistics, which include business applications; 3 semester hours of management principles; 3 semester hours of business law and ethics; and 3 semester hours of financial management. Prerequisites are normally met by coursework but satisfactory examination results may also be considered.

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

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

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

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

Master of Physical Therapy Degree
Applicants are expected to have earned an average grade of B or higher on the last sixty semester hours of undergraduate coursework. Satisfactory scores on the verbal, quantitative, and analytical portions of the General Test of the Graduate Record Examinations are required.

An essay written on a topic specified by faculty of the Department of Physical Therapy and evidence of understanding of the scope of physical therapy practice are required. In addition, applicants must have completed the following courses prior to admission: 8 semester hours of human anatomy and physiology; 8 semester hours of general chemistry; 8 semester hours of general physics; 3 semester hours of statistics; and 6 semester hours of social sciences. All science courses must include laboratory components.

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

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

Western Carolina University is seeking accreditation by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. The program was awarded Candidacy for Accreditation status by the Commission on Accreditation in Physical Therapy Education/APTA in October 1996. A decision regarding the program's initial accreditation is anticipated during the CAPTE spring meeting, 1998. The initial accreditation process for physical therapy education programs is lengthy and cannot be completed until students are enrolled in their final year of the curriculum. Completion of accreditation documents by program faculty does not imply that the program will be granted accreditation by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. Graduation from an accredited program is prerequisite for licensure as a physical therapist in North Carolina and most other states in the United States.
**Master of Project Management Degree**

The Master of Project Management degree program is an on-line, World Wide Web-based program designed primarily for those with project management experience.

To be eligible for consideration, applicants must present a satisfactory score on the Graduate Management Admissions Test (GMAT) and an undergraduate GPA sufficient to meet formula minimums. Letters of recommendation are required; interviews may be requested.

In addition to meeting the formula requirements, the following course prerequisites must be satisfactorily completed for admission to the M.P.M. program: PM 500, 505, and 515, or the equivalent.

Students must be fully and unconditionally admitted to the M.P.M. program in order to enroll in any PM courses.

**Master of Public Affairs Degree**

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

**Master of School Administration Degree**

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

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

**Education Specialist Degree**

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

Applicants must submit scores on the GRE General Test and three recommendations from former instructors and/or administrative superiors who are in a position to judge the applicants’ aptitude for graduate study. (Forms are available from the Graduate School.) Applicants will be interviewed by program faculty.

**Doctor of Education Degree**

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

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

**Foreign Language Requirement**

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

**Thesis**

A thesis is required in the Master of Arts and Master of Science degree programs for American history (excluding public history and American studies options), biology, chemistry, English, clinical psychology, and school psychology. A thesis-exhibition is required for the Master of Arts in studio art. A thesis is optional for the Master of Arts in music; however, a lecture/recital is required. A thesis may be accepted for degree programs leading to the Master of Arts in Teaching in family and consumer sciences and physical education, the Master of Health Sciences, the Master of Science in applied mathematics, and the Master of Science in communication disorders.

A thesis proposal approved by the student’s thesis committee, major department or program coordinator, and the dean of research and graduate studies must be on file in the Graduate School. If the student’s research involves either human or animal subjects, the protocol must be approved by either the Institutional Review Board (for human subjects) or the Institutional Animal Care and Use Committee (for other live vertebrates) before the thesis proposal can be approved.

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

The thesis in its final form must be approved by the major department and the dean of research and graduate studies before a candidate can receive the graduate degree.

**Dissertation**

A dissertation is required for the Ed.D. in Educational Leadership. A dissertation proposal approved by the student’s doctoral committee and the dean of research and graduate studies must be on file before the student can register for EDL 899. If the student’s research involves human subjects, the protocol must be approved by the Institutional Review Board before the dissertation proposal can be approved.
**Thesis Defense.** Students who write theses are expected to defend their work during oral examinations. The oral examination will not be administered until after the final draft of the thesis has been completed.

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

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

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

**Policy on Completion of Thesis and Dissertation**
Students who have completed their course work and the number of thesis/dissertation hours for credit required in their graduate degree program must take one of two actions as follows:

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

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

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

**Graduation and Licensure**

**Application for Graduation.** Students who expect to be awarded a degree must file an application for graduation in the Graduate School not later than the semester or summer prior to graduation. (Forms for this purpose may be obtained in the Graduate School.) A required $30 graduation fee must be submitted before the student can be cleared for graduation.

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

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

The fee for raising an existing North Carolina license to a higher level or for adding an area of licensure to an existing license is $45.
Changes in Requirements and Regulations

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

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

Program requirements are listed showing the absolute minimum required for each degree. Credentials of each applicant are reviewed and a program of study is devised for each individual. Therefore, students may be required to take 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 research and graduate studies. Each program requires successful completion of the minimum number of semester hours of graduate study, as required by each program, with at least half of the credits having been earned in courses open to graduate students only and numbered 600 or above.

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

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

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

Directed elective accounting course, 3 hours, selected from: ACCT 625, 630, 635.

Other elective courses, 12 hours: Students may take the other elective accounting courses as shown above to satisfy 6 hours of these electives (students who do not have an undergraduate background in accounting are encouraged to take these electives). Students may select courses from MBA offerings to satisfy the remaining number of elective hours.

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

**American History**

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

**Thesis Option:** Requires a minimum of 30 semester hours of approved coursework, including: HIST 631, 695, and 3 to 6 hours of thesis credit (HIST 699). Candidates must pass an oral examination in defense of the thesis.

**Cherokee Studies Track:** Requires a minimum of 30 semester hours of approved coursework, including 3 to 6 hours of thesis credit (HIST 699); 18 hours in American history courses (including HIST 545, 631, and 695); 6 to 9 hours in Cherokee Studies Concentration selected from: ANTH 561, ANTH 573, ASI 594, ENGL 564, or other courses approved by the graduate adviser.

**Public History Option:** 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, 688, and 695; 9 hours selected from HIST 572, 573, 575, 578; and 12 hours of guided electives exclusive of public history courses.
American Studies Option: This is a non-thesis option designed to give students a broad survey of American culture. It requires the completion of a minimum of 30 semester hours of approved course work selected from 15 hours in American history courses (HIST 572, 573, 575, 578 cannot be selected); HIST 695; 9 hours of American literature courses; and a 3 hour course on American culture from a third discipline.

Studio Art
The program for the M.A. degree in studio art requires 30 semester hours of graduate study, including 18 semester hours in studio art courses, 6 semester hours in art history, a 3-hour approved elective outside the department, and 3 semester hours in a thesis and exhibition. Candidates must pass an oral examination in defense of the thesis-exhibition.

English
The M.A. degree in English is awarded upon the successful completion of the following requirements: 30 semester hours of graduate credit, 24 hours of which are coursework, including ENGL 618 (Literary Research and Bibliography), and 6 hours of thesis credit; a written comprehensive examination; a reading examination in a foreign language, normally French, German, or Spanish; a thesis; and a final oral examination. The final oral examination will be scheduled upon the completion of the written comprehensive examination and the thesis. English majors may not offer for a graduate degree more than two English courses from any one of the nine areas of specialization without written permission of the student's adviser and the chair of the English Department Graduate Committee. The areas of specialization, reading lists, and details on the comprehensive examinations over those areas are described in the current Guide to Graduate Study, available upon request from the Department of English.

Music
The program for the M.A. degree in music requires a minimum of 32 semester hours of graduate coursework, including a core of required music courses (10 hours): MUS 601 and three of the following: MUS 520, 525, 621, 622. In addition, one of the following concentrations must be selected:

Applied Music (22 hours):
Area of Concentration (10 hours): MUS 675, 679, and 6 hours from the following: MUS 612, 613, 614, 615.
Coursework outside the music department: 6-9 hours approved by the adviser.
Electives: 3-6 hours of music courses.

Music Education (22 hours):
Area of Concentration (10 hours): MUS 679, 680, 695, and either MUS 592 or 640 as approved by the adviser.
Courses in professional education (9 hours): EDCI 602; PSY 621, 624, or 625; and one education elective course approved by the adviser.
Electives: 3 hours of music courses.

Successful completion of a public lecture/recital (MUS 679) is required of all master's candidates, as is satisfactory performance on a combined written and oral comprehensive examination. A thesis is optional. Successful completion of the concentration in music education and requirements related to licensure leads to a recommendation for a North Carolina teaching license.

Psychology
Graduate students seeking the M.A. degree in psychology may choose from tracks in clinical psychology or school psychology.
The clinical psychology program requires the completion of 61 semester hours including:
PSY 650, 651, 652, 661, 662, 671, 672, 675, 676, 679, 683, 684, 686, 698, 699 (6 hours), and
6 hours of electives approved by the program director.

The school psychology program requires the completion of 70 semester hours including:
PSY 540, 574, 621, 624 or 625, 651, 652, 661, 663, 664, 673, 675, 678, 683, 684, 686, 697,
699 (6 hours); SPED 681; COUN 645; and one course selected from the following: COUN
620, 635, EDRD 641, PSY 610, 650, 680, SPED 631. Successful completion of the program
and requirements related to licensure will lead to recommendation for Level II licensure.

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

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

All programs leading to the Master of Arts in Education degree require a minimum of 30 to
48 semester hours of graduate study, inclusive of coursework and individual problems or a
thesis. Comprehensive examinations, either written or oral or both, must be passed in both
the major and minor fields with the exception of some programs in special education which
require a portfolio. Successful completion of a program and requirements related to licensure
will lead to recommendation for a North Carolina teaching license except for the two-year
college and nonschool programs.

**Elementary Education (K-6)**
The program leading to the M.A.Ed. in elementary education requires a minimum of 36
semester hours, including:

Professional component, 12 hours: EDCI 602; EDCI 604 or EDEL 601; EDCI 605 or 506
or 603; and PSY 624 or 621.

Elementary core, 9 to 12 hours: EDEL 695, 696, and 3-6 hours selected from approved
courses in elementary education.

Subject-matter area(s), 12 hours, selected with adviser’s approval from one or more of the
following: art, language arts, mathematics, music, physical education, reading, science,
social studies.

Electives, 0-3 hours.

**Middle Grades Education (6-9)**
The program leading to the M.A.Ed. degree in middle grades education requires a minimum
of 38 semester hours, including:

Professional component, 12 hours: EDCI 602; EDCI 604 or EDMG 621; EDCI 605 or EDCI
603; PSY 624 or 625.

Middle Grades core, 11 hours: EDMG 622, 680, 681, 682, and EDEL 566.

Subject-area courses, 15 hours approved by the adviser to include EDMG 623 or ENGL 611,
and 12 additional hours in two or more subject areas: language arts (including reading),
mathematics, science, social studies.

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

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

**Academic major approved by academic adviser, 24 hours.**

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

**English majors must take at least 12 semester hours of the required English courses at the 600 level.**

English majors may not offer for a graduate degree more than two English courses from any one of the nine areas of specialization without written permission of the student’s adviser and the chair of the English Department Graduate Committee. The areas of specialization, reading lists, and details on the comprehensive examinations over those areas are described in the current Guide to Graduate Study, available upon request from the Department of English.

**Counseling**

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

**Professional core, 30 hours:** COUN 605, 615, 625, 630, 631, 635, 640, 645, 650, 667, and EDCI 602.

**Specialty requirements, 18 hours:** COUN 601, 660, 665, 686, 687, and 9 hours of guided electives.

**Special Education, General**

The M.A.Ed. degree program in general special education requires a minimum of 36 semester hours of graduate study. The program consists of a professional component, a special education core, and a concentration in either behavioral disorders, learning disabilities, or mental retardation.

**Professional component, 12 hours:** EDCI 605, 603, or 700; EDCI 602; EDCI 604 or EDEL 601; and PSY 621, 624, or 625.

**Special Education core, 12 hours:** SPED 502, 631, 682, and 687.

**Concentration requirements, 12 hours, as follows:**

- Behavioral Disorders concentration: SPED 504; SPED 684; PSY 574; and 3 hours of guided electives.
- Learning Disabilities concentration: SPED 505; SPED 681; and 6 hours of guided electives.
- Mental Retardation concentration: SPED 529, 630, and 6 hours of guided electives.

**Educational Administration, Two-Year College**

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

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

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

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

Each of the programs leading to the M.A.Ed. degree in supervision for elementary education, middle grades education, secondary or special subject areas, curriculum-instruction, and instructional technology specialist-computers requires a minimum of 38 semester hours of graduate study. Requirements include courses to qualify the student for the appropriate graduate teaching license or as a curriculum-instruction specialist.

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

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

In addition, a 3-hour cognate course must be selected from anthropology, history, economics, political science, social psychology, or sociology.

Supervision, Curriculum, and Instruction, 5 hours: EDSU 605 and 685. Any student whose professional background does not include central office experience in either administration or supervision must also complete EDAD 600 (Theory and Foundations of Educational Administration, 3 hours) in addition to the stated minimum hours for the degree.

The specialty requirements for each program are as follows:

**Elementary Education.** Concentration in area of teaching license: 18 hours in methods, materials, and techniques of teaching elementary education, and study in one or more of the following teaching areas: art, physical education, language arts, mathematics, music, reading, sciences, social sciences.

**Middle Grades Education.** Concentration in area of teaching license: 18 hours in methods, materials, and techniques of teaching in middle grades education, and study in one or more of the following areas: language arts, mathematics, sciences, social sciences.

**Secondary or Special Subject Areas.** Concentration in area of teaching license: 18 hours to be selected from the academic or special-subject area.

**Curriculum-Instruction.** Nine hours of advanced-level preparation in a teaching field(s). EDSU 615, 620, and 3 hours from the following areas with adviser’s approval: supervision, curriculum, and administration.

**Instructional Technology Specialist—Computers.** Concentration in the areas of instructional technology and computers, 18 hours minimum to be selected from CIS, CS, and EDEL courses with adviser’s approval. Students who do not hold a North Carolina class A teaching license or a comparable license from another state may be admitted into the program if they meet all other admission requirements. Successful completion of the program by students not holding a teaching license will not lead to a recommendation for teacher licensure.

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

The program requires a minimum of 36 semester hours: 12 hours in professional studies and 24 hours in the teaching option. At least 18 of the 36 hours must be at the 600 level or above.

Final evaluation within the program will be based on a portfolio and a practical examination. Some academic concentrations may also require a written comprehensive examination.

Successful completion of the program and requirements related to licensure will qualify students to apply for a G license in their teaching option. Condition of licensure will be determined by the North Carolina Department of Public Instruction.

If the student elects to complete a thesis, an oral defense of the thesis is required.

The following courses (12 semester hours) are required in professional studies: EDCI 602; EDCI 604; EDCI 603 or 605; PSY 621, 624, or 625. (Students who have not completed two years of teaching must also take EDCI 618.)
Art
Twenty-four hours with at least 6 hours at the 600 level or above: 12 hours selected from four studio courses; 6 hours selected from two art history courses; 3 hours selected from a thesis, research project, or coursework; and ART 697 (3 hours).

Biology
Twenty-four hours selected from any 500-600 level biology course, except BIOL 699. At least 6 hours must be taken from courses numbered 600 or above. Upon entry into the program, the Graduate Committee will review the student's goals, strengths, and weaknesses and advise a course of study.

Chemistry
Twenty-four hours with at least 6 hours at the 600 level or above: 3 hours selected from CHEM 532, 693; 3 hours selected from CHEM 621, 692; 3 hours selected from CHEM 541, 542, 694; 3 hours selected from CHEM 553, 652, 695; 6 hours selected from CHEM 554, 593, 691, 698; 6 hours in science, mathematics, or computer science. A 6-hour research project may be completed.

English
Twenty-four hours with at least 12 hours at the 600 level or above; ENGL 618; 3 hours selected from ENGL 514, 516, 517, 611, 698; 18 hours selected from any 500-600 level English courses, excluding independent study courses, and no more than 3 additional hours of ENGL 611. Students are allowed and encouraged to take one non-English course in a related area to enhance and broaden their knowledge of a subject, with the prior written approval of the chair of the English Department Graduate Committee and the department head.

Family and Consumer Sciences
Twenty-four hours as follows: 12-15 hours: FCS 601, 611, 620; CDFR 660; EDCI 606 (thesis option only); 9-12 hours selected from any 500-600 level courses offered in the Department of Human Environmental Sciences or in areas outside the department approved by the adviser.

Mathematics
Twenty-four hours with at least 6 hours at the 600 level or above; MATH 509; 3 hours selected from: MATH 610, 694; 9 hours selected from at least three of the following areas:

- Algebra: MATH 507, 561, 562, 620, or 661
- Analysis: MATH 508, 523, 622, 623, or 624
- Applied: MATH 541, 630, 632, 634, 640, or 646
- Statistics: MATH 570, 670, or 672
- Geometry: MATH 512

Nine additional hours selected from MATH 693 or from any of the five general areas listed above.

Physical Education
Twenty-four hours as follows: 21 hours: PE 615, 621, 625, 630, 650, 655, 696; 3 hours selected from: PE 635, 640, 665, 675, 676, 694, 699.

Reading
Twenty-four hours as follows: 12 hours: EDEL 567 or 653, 606, 695, 696; 6 hours: EDRD 651, 661; 6 hours in reading approved by the adviser.

Social Sciences
Twenty-four hours with at least 6 hours at the 600 level or above; HIST 631; 12 hours in American history courses; 9 hours selected from two of the following disciplines: non-American history, political science, geography, sociology, anthropology/archaeology, economics, psychology.
Master of Business Administration Degree Program (M.B.A.)

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

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

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

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

The Master of Health Sciences degree program requires a minimum of 36 semester hours of approved graduate coursework. The curriculum is composed of three parts: (1) the core block; (2) the emphasis block, with options in either management, education, or nutrition; and (3) the research block, which includes a thesis and non-thesis option. A comprehensive examination (written and/or oral) is required.

Core block, 6 semester hours: MHS 510 (must be completed within the first 12 hours of attempted graduate credit) and MHS 696.

Emphasis block, 18 semester hours:
- Management option: MHS 560, 562, and 564; and 9 hours of electives selected from: MHS 663, 664, 665, 666, 667, 668, 693, or approved electives.
- Education option: MHS 530, 532, and 534; and 9 hours of electives selected from: EDL 620, EDCI 506, EDCI 601, MHS 693, ENVH 570, or approved electives.
- Nutrition option: 18 hours from ND or MHS 500-600 level approved courses.

Research block, 12 semester hours: EDCI 606; MHS 675 or ND 533; MHS 698 and approved elective, or MHS 699 (6 hours).

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

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

The Master of Physical Therapy degree program requires a total of 75 semester hours of approved coursework, including full-time clinical internships. The curriculum consists of basic sciences, physical therapy sciences, professional issues, scientific inquiry, clinical logic, and clinical internship sequences. Completion of the following coursework and successful performance on a comprehensive examination are required for graduation.

Year One:
- Fall Semester: PT 601, 611, 621, 623, and 631.
- Spring Semester: PT 602, 612, 622, 624, 632, and 641.
- Summer School: PT 603, 642, 651, and 660.
Year Two:

Fall Semester: PT 604, 613, 643, 652, and 683.
Spring Semester: PT 605, 614, 644, 653, and 684.
Summer School: PT 693, 783, and 784.

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

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

Public affairs core, 18 hours: PA 670, 671, 672, 673, 674, and 675.
Program electives 6 hours, selected from PA 571, 572, 676; PSC 521, 593, 595.
Professional electives, 9 hours, selected with adviser's approval from graduate courses pertinent to the individual's career field.

Students without public service experience will be required to complete a 6 hour internship (PA 685) and submit an internship report based on faculty guidelines. Students with public service experience will be required to take an additional 6 hours of coursework selected from program electives and professional electives instead of an internship.

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

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

Professional knowledge and skills core, 15 hours: EDL 611, 612; EDCI 612, 615; and PSY 621.
School-site management core, 9-12 hours: EDL 620, 630, 660, 720, 731, EDCI 609, and COUN 600.
Instructional leadership core, 9-12 hours: EDCI 604 and EDSU 605, and 3-6 hours selected from: EDL 650, EDSU 630, HRD 670, SPED 502.
Internship, 6 hours: EDL 686 and 687.

Students will maintain a portfolio throughout their experience. Prior to graduation, portfolios will be evaluated for achievement of program goals.

Successful completion of the program and requirements related to licensure will qualify students to apply for Administrator I license. Condition of licensure will be determined by the North Carolina Standards Board for School Administrators.
Master of Science Degree Programs (M.S.)

Applied Mathematics
The program for the M.S. degree in applied mathematics requires a minimum of 30 semester hours including:

Required courses, 15 hours: MATH 622, 632, 640, 661, 670.

Two courses, 6 hours, selected from: MATH 624, 630, 634, 646, 672, 693.

Electives, 9 hours, to include no more than 6 hours of master's thesis; any 600 level course except MATH 601, 602, 603, 610, 694; no more than 6 hours from MATH 523, 541, 561, 570; and no more than 6 hours from the sciences, approved by the Department of Mathematics.

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

Biology
The program for the M.S. degree in biology requires a minimum of 30 semester hours of graduate study, including a 3-6-hour thesis. Both written and oral comprehensive examinations are required. The written comprehensive examination must be passed before the oral one is taken.

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

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

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

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

Communication Disorders
The program leading to the M.S. degree in communication disorders requires a minimum of 51 hours of graduate study, including completion of a series of supervised clinical internships totaling no less than 350 hours. Experiences will be obtained at on-campus and off-campus locations. The program is designed to meet the needs of students who wish to work in schools and other professional settings. The program adheres to the academic and clinical education requirements set by the American Speech-Language-Hearing Association, the North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists, and the North Carolina State Department of Public Instruction.

Course requirements include: EDCD 572, 574 or 578, 672, 673, 674, 675, 676, 677, 678, 679, 683, EDCI 602, a 3-hour guided elective, and a 3-hour related elective. The guided elective must be in an EDCD 594-Topics in Communication Disorders or an EDCD 600-level course. The related elective must be a 500- or 600-level course taken from psychology, counseling,
education, curricular theory, or other related area. Enrollment in Internship in Communication Disorders (EDCD 683) is required each semester and must total no less than 12 credit hours.

The following courses or their equivalent are required (if not completed previously at the bachelor’s level): EDCD 301, 320, 370, 371, 372, 450, 471, 476, 478. Additionally, EDCD 595 is required for state licensure.

All students must complete either (a) a comprehensive examination or (b) a 3-hour thesis project (EDCD 699) in communication disorders or an allied area. The thesis project may be substituted for the guided elective.

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

Professional core, 30 hours: COUN 605, 615, 625, 630, 631, 635, 640, 645, 650, 667, and EDCI 602.

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

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

Human Resource Development
The program leading to the M.S. degree in human resource development requires a minimum of 39 semester hours including:

Core courses, 21 hours: HRD 605, HRD 610, EDHE 531, COUN 645, EDCI 602, HRD 589 or 683, HRD 698.

Guided electives, 12 hours, selected from one of the following three areas: Training and Development (HRD 612; EDEL 566, 666; HRD 620, 670, 675, 693; MGT 605); Organization Change (COUN 600; EDCI 606; HRD 670, 675; MGT 605, 608; OA 605); Career Development (COUN 600, 650; HRD 620, 660, 670, 693; MGT 608). Other appropriate guided electives approved by the student’s adviser may be substituted.

Elective courses, 6 hours, selected from: ACCT 651; CIS 662; COUN 640; EDCI 609; HRD 693; IET 630, 680; MGT 609, 672; MHS 663; MKT 602; PA 571, 572, 673, PSY 610, 621. Courses not taken as guided electives and other appropriate electives approved by the student’s adviser may be substituted.

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

Technology
Requirements for the M.S. in technology include a minimum of 30 semester hours distributed over core requirements, professional writing, support area, and applied electives.

Technology core: IET 603, MET 641, 642, 648.

Professional writing: ENGL 501.

Support areas, 6 hours in any one area:

- Industrial Management: MGT 605, 606, 608, 611.
- Environment Health: ENVH 570, 575, 655, 675.
- Two-Year College Teaching: EDHE 610, 636; IET 610, 630, 632.

Applied electives, 9 hours selected from: IET 510, 521, 522, 524, 534, 593, 680, 695, MET 536, or approved electives by program adviser.
Successful performance on a comprehensive examination, written and/or oral as determined by the department is also required.

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

**Educational Leadership**

The Ed.S. in educational leadership meets all SDPI competencies for school administration and school supervision programs. The program builds on the M.S.A. program and incorporates many strengths of the Ed.D. program in educational leadership. The program requires a minimum of 39-42 semester hours above the master's degree, including:

- **Professional component, 12 hours:** EDCI 606; EDCI 702; EDCI 603 or 700; and PSY 624 or 625.
- **Educational leadership core, 18-21 hours:** EDL 630; EDCI 609; EDL 705, EDL 800, 810, 896; EDSU 630. (Students substitute EDL 620 for EDL 896 if not taken at the master’s level. Students completing EDL 630 and/or EDSU 630 at the M.S.A. level choose an additional elective.)
- **Educational leadership electives, 6 hours:** COUN 600; EDL 640, 650, 660, 693, 720; EDCI 800, 802, EDL 731, 732; EDSU 615, 693.
- **Internship and seminar, 3 hours:** EDL 884.

An oral comprehensive examination is required of all students during the final semester of coursework. During the program, students will build and maintain a portfolio including all experiences in the Ed.S. program. This portfolio will be the focus of the oral examination.

In order to be licensed by the North Carolina Standards Board, a student must pass the educational leadership examination to be developed by the board.

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

**Two-Year College Administration**

(This program is on inactive status and no new students are being enrolled.)

The program leading to the Ed.S. in two-year college educational administration requires a minimum of 33 semester hours above the master’s degree. An oral comprehensive examination is required. Completion of the program does not lead to recommendation for North Carolina licensure.

- **Professional component, 12 hours:** EDCI 606; EDHE 636 or EDCI 702; EDCI 603, 605, or 700; and PSY 621 or an approved graduate psychology course.
- **Administration, organization, and supervision, 15 hours:** EDL 620, 630, EDHE 783, and 7 hours of guided electives.
- **EDHE 610 and a 3-hour cognate course from anthropology, economics, history, political science, social psychology, sociology.**

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

The program leading to the Ed.D. degree in educational leadership prepares senior-level school administrators as school leaders in rural communities and leads to a recommendation for advanced licensure for school administrators.

The program requires 60-63 semester hours beyond the master's degree; a full year of residence; a core of coursework in leadership, research, and supporting areas; an extensive year-long internship in both school and non-school settings; and a dissertation. Rather than
a minor, the program of studies has a supporting areas component of interdisciplinary courses that focus on rural studies. The areas in which courses must be completed are as follows:

Leadership core, 24 hours: EDL 630, 800, 810, 895, 896, 898, and 6 hours selected from EDL 640, 650, 660, 720, 731, 732, or EDSU 615.

Applied research, 12 hours: EDCI 606, 895, and 6 hours selected from EDCI 609, 611, 705, 801, or 802.

Supporting areas, 12 hours: EDCI 800, SOC 801, and 6 hours selected from ANTH 517 or HIST 546, COUN 600, HIST 543, PSC 595, SOC 532, or SOC 554.

Internship, 6-9 hours: EDL 883, 884, and 885. (Nine hours required for students not previously serving internships at both school and school district settings in master’s or education specialist’s programs.)

Dissertation, 6 hours: EDL 899.

A minimum of 24 hours of full-time study in residence is required, during which time at least 18 hours will be scheduled in a cohort format. The residency may be completed in two consecutive semesters and a summer session.

Formal admission to candidacy must be attained prior to the beginning of the period of full-time residency. To be admitted to candidacy, the student must have removed any conditions for admission, received approval of a program of study, and requested the appointment of a specific doctoral committee. Students must complete all requirements of the program within five years of the date of admission to candidacy for the Ed.D. degree.

Both written and oral comprehensive examinations and an oral defense of the dissertation are required.
COURSE DESCRIPTIONS

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

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

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

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

Guide to Course Prefixes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Field of Study</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>Accounting</td>
<td>Accountancy</td>
</tr>
<tr>
<td>ANTH</td>
<td>Anthropology</td>
<td>Anthropology and Sociology</td>
</tr>
<tr>
<td>ART</td>
<td>Art</td>
<td>Art</td>
</tr>
<tr>
<td>ASI</td>
<td>Arts and Sciences Interdisciplinary</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>AST</td>
<td>Astronomy</td>
<td>Chemistry and Physics</td>
</tr>
<tr>
<td>BA</td>
<td>Business Administration</td>
<td>College of Business</td>
</tr>
<tr>
<td>BIOL</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>CDFR</td>
<td>Child Development and Family Relations</td>
<td>Human Environmental Sciences</td>
</tr>
<tr>
<td>CHEM</td>
<td>Chemistry</td>
<td>Chemistry and Physics</td>
</tr>
<tr>
<td>CIS</td>
<td>Computer Information Systems</td>
<td>Accountancy</td>
</tr>
<tr>
<td>CJ</td>
<td>Criminal Justice</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>CMEM</td>
<td>Electronic Media</td>
<td>Communication and Theatre Arts</td>
</tr>
<tr>
<td>CMHC</td>
<td>Human Communication</td>
<td>Communication and Theatre Arts</td>
</tr>
<tr>
<td>CMMF</td>
<td>Print Media</td>
<td>Communication and Theatre Arts</td>
</tr>
<tr>
<td>CMFR</td>
<td>Public Relations</td>
<td>Communication and Theatre Arts</td>
</tr>
<tr>
<td>CMTA</td>
<td>Theatre Arts</td>
<td>Human Services</td>
</tr>
<tr>
<td>COUN</td>
<td>Counseling</td>
<td>Mathematics and Computer Science</td>
</tr>
<tr>
<td>CS</td>
<td>Computer Science</td>
<td>Human Environmental Sciences</td>
</tr>
<tr>
<td>CTM</td>
<td>Clothing, Textiles, and Merchandising</td>
<td>Economics, Finance, and International Business</td>
</tr>
<tr>
<td>ECON</td>
<td>Economics</td>
<td>Administration, Curriculum, and Instruction</td>
</tr>
<tr>
<td>EDAD</td>
<td>Educational Administration</td>
<td>Administration, Curriculum, and Instruction</td>
</tr>
<tr>
<td>EDCD</td>
<td>Communication Disorders</td>
<td>Human Services</td>
</tr>
<tr>
<td>EDCI</td>
<td>Curriculum, Research, Foundations</td>
<td>Administration, Curriculum, and Instruction</td>
</tr>
<tr>
<td>Prefix</td>
<td>Field of Study</td>
<td>Department</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EDEL</td>
<td>Elementary Education</td>
<td>Elementary and Middle Grades Education</td>
</tr>
<tr>
<td>EDHE</td>
<td>Higher Education</td>
<td>Administration, Curriculum, and Instruction</td>
</tr>
<tr>
<td>EDL</td>
<td>Educational Leadership</td>
<td>Administration, Curriculum, and Instruction</td>
</tr>
<tr>
<td>EDMG</td>
<td>Middle Grades Education</td>
<td>Elementary and Middle Grades Education</td>
</tr>
<tr>
<td>EDPY</td>
<td>Education and Psychology</td>
<td>College of Education and Allied Professions</td>
</tr>
<tr>
<td>EDRD</td>
<td>Reading</td>
<td>Elementary and Middle Grades Education</td>
</tr>
<tr>
<td>EDSU</td>
<td>Educational Supervision</td>
<td>Administration, Curriculum, and Instruction</td>
</tr>
<tr>
<td>ENGL</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>ENVH</td>
<td>Environmental Health</td>
<td>Health Sciences</td>
</tr>
<tr>
<td>FIN</td>
<td>Finance</td>
<td>Economics, Finance, and International Business</td>
</tr>
<tr>
<td>FCS</td>
<td>Family and Consumer Sciences</td>
<td>Human Environmental Sciences</td>
</tr>
<tr>
<td>FSM</td>
<td>Hospitality Management</td>
<td>Human Environmental Sciences</td>
</tr>
<tr>
<td>GEOG</td>
<td>Geography</td>
<td>Geosciences and Natural Resources Mgt.</td>
</tr>
<tr>
<td>GEOL</td>
<td>Geology</td>
<td>Geosciences and Natural Resources Mgt.</td>
</tr>
<tr>
<td>HIST</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>HRD</td>
<td>Human Resource Development</td>
<td>Human Services</td>
</tr>
<tr>
<td>IET</td>
<td>Industrial and Engineering Technology</td>
<td>Industrial and Engineering Technology</td>
</tr>
<tr>
<td>LAW</td>
<td>Business Law</td>
<td>Business Administration and Law</td>
</tr>
<tr>
<td>MATH</td>
<td>Mathematics</td>
<td>Mathematics and Computer Science</td>
</tr>
<tr>
<td>MET</td>
<td>Manufacturing Engineering Technology</td>
<td>Industrial and Engineering Technology</td>
</tr>
<tr>
<td>MGT</td>
<td>Management</td>
<td>Management</td>
</tr>
<tr>
<td>MHS</td>
<td>Health Sciences</td>
<td>Health Sciences</td>
</tr>
<tr>
<td>MKT</td>
<td>Marketing</td>
<td>Marketing</td>
</tr>
<tr>
<td>MUS</td>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td>ND</td>
<td>Nutrition and Dietetics</td>
<td>Health Sciences</td>
</tr>
<tr>
<td>OA</td>
<td>Office Administration</td>
<td>Business Administration and Law</td>
</tr>
<tr>
<td>PA</td>
<td>Public Affairs</td>
<td>Political Science and Public Affairs</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education</td>
<td>Health and Human Performance</td>
</tr>
<tr>
<td>PHIL</td>
<td>Philosophy</td>
<td>Philosophy and Religion</td>
</tr>
<tr>
<td>PHYS</td>
<td>Physics</td>
<td>Chemistry and Physics</td>
</tr>
<tr>
<td>PM</td>
<td>Project Management</td>
<td>Management</td>
</tr>
<tr>
<td>PRM</td>
<td>Parks and Recreation Management</td>
<td>Health and Human Performance</td>
</tr>
<tr>
<td>PSC</td>
<td>Political Science</td>
<td>Political Science and Public Affairs</td>
</tr>
<tr>
<td>PSY</td>
<td>Psychology</td>
<td>Psychology</td>
</tr>
<tr>
<td>PT</td>
<td>Physical Therapy</td>
<td>Physical Therapy</td>
</tr>
<tr>
<td>SCI</td>
<td>Science Education</td>
<td>Chemistry and Physics</td>
</tr>
<tr>
<td>SOC</td>
<td>Sociology</td>
<td>Anthropology and Sociology</td>
</tr>
<tr>
<td>SOCW</td>
<td>Social Work</td>
<td>Social Work</td>
</tr>
<tr>
<td>SPED</td>
<td>Special Education</td>
<td>Human Services</td>
</tr>
<tr>
<td></td>
<td>Mental Retardation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavioral Disorders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Disabilities</td>
<td></td>
</tr>
<tr>
<td>USI</td>
<td>University Studies</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary</td>
<td></td>
</tr>
</tbody>
</table>

**Accounting (ACCT)**

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

605 **Accounting Theory and Practice I (3)**
Financial accounting standards and principles, regulatory agency promulgations, and application of the standards and principles to the preparation of financial accounting reports. **PREQ:** Admission to the M.Ac., MBA, or MPM program.
615 **Accounting Theory and Practice II (3)**
Advanced financial accounting standards and principles, regulatory agency promulgations, and application to special accounting topics and problems. PREQ: 605 or permission of department head.

616 **Accounting Theory and Practice III (3)**
Advanced accounting topics and theory and the preparation of specialized accounting reports. PREQ: 615.

620 **Income Tax Theory and Applications (3)**
Income tax theory and research, the impact of taxes on accounting reports, and reconciliation of accounting and tax differences. PREQ: Admission to the M.Ac., MBA, or MPM program.

625 **Advanced Accounting Information Systems (3)**
Advanced applications in Accounting Information Systems including understanding appropriate computer technology in accounting, systems design and evaluation, systems controls, and systems implementation. PREQ: Admission to the M.Ac., MBA, or MPM program.

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

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

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

651 **Managerial Accounting (3)**
Concepts underlying financial reports, management applications of cost, and accounting measurement.

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

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

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

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

**Anthropology (ANTH)**

514 **(SOC 514) Minority Groups (3)**

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

519 **Comparative Family (3)**
The family as a social institution in various cultures. PREQ: 260 or SOC 231.
531 North American Prehistory (3)
Cultural history of the peoples of prehistoric North America, including Mexico. PREQ: 250 or permission of instructor.

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

541 Archeological Problems and Analyses (3)
Experience in collecting and analyzing relevant archeological data. PREQ: Permission of instructor.

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

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

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

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

577 Cultures of Subsaharan Africa (3)
Cultural diversity and development in Subsaharan Africa from earliest times to the present.

581 Independent Study in Anthropology (1-2, R6)
PREQ: Written application; approval of instructor and adviser.

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

Art (ART)

531 Drawing Problems (3, R6)
PREQ: Permission of instructor. 6 Studio.

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

533 Painting Problems (3, R6)
PREQ: Permission of instructor. 6 Studio.

534 Printmaking Problems (3, R6)
PREQ: Permission of instructor. 6 Studio.

544 Sculpture Problems (3, R6)
PREQ: Permission of instructor. 6 Studio.

551 Ceramics Problems (3, R6)
PREQ: Permission of instructor. 6 Studio.

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

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

582 Independent Study in Art History (1-6)
PREQ: Written proposal; permission of instructor.
586 Exhibition Practicum (3)  
Designed to familiarize the student with organizational, administrative, and operational structures of an art gallery and museum including the introduction of planning, curating, and installing professional art exhibitions. PREQ: Permission of department head.

593 Topics in Art (1-4, R7)  
Projects, summer programs, or workshops. PREQ: Permission of instructor.

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

597 Seminar in Contemporary Art (3)  
Developments in art since 1945. PREQ: Permission of instructor.

631 Graduate Drawing (3, R9)  
6 Studio.

632 Graduate Design (3, R9)  
Problems in two- and three-dimensional design. 6 Studio.

633 Graduate Painting (3, R9)  
6 Studio.

634 Graduate Printmaking (3, R9)  
6 Studio.

644 Graduate Sculpture (3, R9)  
6 Studio.

651 Graduate Ceramics (3, R9)  
6 Studio.

652 Graduate Jewelry (3, R9)  
6 Studio.

653 Graduate Weaving (3, R9)  
6 Studio.

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

667 Graduate Photography (3, R9)  
PREQ: Permission of instructor. 6 Studio.

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

681 Graduate Problems in Art (3)  
6 Studio.

682 Independent Study in Art History (1-6)  
PREQ: Written proposal; permission of instructor.

696 Graduate Seminar in Art History (3, R6)

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

699 Thesis (3)

999 Continuing Research (2, R24)  
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the graduate catalog. These hours will not count toward fulfilling degree requirements. PREQ: Student must be enrolled in a thesis program. S/U grading.
Arts and Sciences Interdisciplinary Courses (ASI)

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

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

Astronomy (AST)

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

Biology (BIOL)

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

514 Methods of General Microbiology (2)
Microscopy; morphological, cultural, physiological, and serological characteristics of microorganisms; microbiology of food, water, and soil. COREQ: 513. 6 Lab.

515 Plant Physiology (4)
Aspects of plant metabolism, water relationships, transport, development, and defense mechanisms. PREQ: 130. 3 Lecture, 3 Lab.

517 Biochemistry (3)
The metabolism of carbohydrates, lipids, nucleic acids, and proteins in plant and animal systems. PREQ: 232, 242, 311 and CHEM 242, or permission of instructor.

519 Cell Biology (4)
Structure and function; techniques for the study of cells. PREQ: 311. 3 Lecture, 3 Lab.

525 Flora of the Southern Appalachians (4)
Taxonomy of flowering plants of the region; family relationships; use of keys for identification; recognition, collection, documentation, and preservation of specimens. One weekend field collecting trip. PREQ: 130. 2 Lecture, 6 Lab/field.

534 Terrestrial Ecology (4)
Population, ecosystem, community structure, and dynamics; major North American biomes; field and descriptive methods; required weekend field trips. PREQ: 232, 242, 311. 2 Lecture, 6 Lab.

535 Aquatic Ecology (4)
Biological, physical, and chemical components and processes in lakes and streams; field studies of local lakes and their biota. PREQ: 232. 2 Lecture, 6 Lab.

543 Evolutionary Processes (3)
Mechanisms of evolution; emphasis on current research and hypotheses such as group selection, kin selection, r and K selection, and sympatric speciation. PREQ: 232, 242, 311.

551 Biology of Fungi (4)
Slime molds and true fungi; life histories, morphology, host-parasite relationship, fine structure, and phylogeny. PREQ: 130. 3 Lecture, 3 Lab.

553 Principles of Systematics (4)
Principles and methods used in describing animal and/or plant taxa and in testing hypotheses of evolutionary relationship; individual research projects on the systematics of selected taxa. PREQ: 242. 3 Lecture, 3 Lab.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>555</td>
<td>Vascular Plants (4)</td>
<td>Biology of the higher plants; club and small club mosses, quill worts, scouring rushes, ferns, gymnosperms, and angiosperms in living and fossil form. PREQ: 232, 242, 311. 3 Lecture, 3 Lab.</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>557</td>
<td>Biology of Algae (4)</td>
<td>Life history, structure, reproduction, phylogeny of the algae. PREQ: 130. 3 Lecture, 3 Lab.</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>566</td>
<td>Aquaculture (1)</td>
<td>Introduction to commercial practices for the production of fish; review of the generic elements involved in aquaculture systems with examples of aquatic farming; examination of problems related to industry. PREQ: 131, 232, or permission of instructor.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>567</td>
<td>Biostatistics (3)</td>
<td>Statistical concepts and methods for biologists, design of experiments for computer analysis by ANOVA, single or multiple regression, principal components. PREQ: An elementary statistics course or permission of instructor.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>570</td>
<td>Biology of Arthropods (4)</td>
<td>Functional morphology, physiology, natural history, and systematics of the arthropods; field/lab emphasis on spiders. PREQ: 131. 2 Lecture, 6 Lab.</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>571</td>
<td>Animal Behavior (4)</td>
<td>Mechanisms, development, functional significance, and evolution of behavior; individual research projects, films, and discussions in lab. PREQ: 131 or permission of instructor. 3 Lecture, 6 Lab.</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>576</td>
<td>Contemporary Fisheries (3)</td>
<td>Biological concepts and alternative management practices involved in the protection, conservation, restoration, augmentation, and cultivation of fisheries resources. PREQ: 131, 232, or permission of instructor. 2 Lecture, 2 Lab.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>578</td>
<td>Histology (4)</td>
<td>Vertebrate microscopic anatomy; emphasis on mammals, study and preparation of permanent microscopic slides. PREQ: 131. 2 Lecture, 6 Lab.</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>589</td>
<td>Cooperative Education in Biology (3, R6)</td>
<td>PREQ: Minimum of 9 hours of graduate courses with at least a B average and approval of department head, adviser, and cooperative education coordinator. Only 3 hours apply toward degree. S/U grading.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>593</td>
<td>Advanced Studies in Biology (1-6, R12)</td>
<td>PREQ: Permission of department head.</td>
<td></td>
<td>1-6</td>
</tr>
<tr>
<td>612</td>
<td>Principles of Chemical Ecology (3)</td>
<td>Biochemistry, physiology, and function of secondary compounds stressing alkaloids, phenolics, and terpenoids. PREQ: 361, 417, 517 or CHEM 242.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>613</td>
<td>Molecular Biology (3)</td>
<td>Principles of molecular/cellular biology for secondary teachers.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>614</td>
<td>Principles of Chemical Ecology Laboratory (2)</td>
<td>Techniques for isolating, identifying, and studying biological functions of alkaloids, phenolics, and terpenoids. COREQ: 612. 6 Lab.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>632</td>
<td>Biogeography (3)</td>
<td>Plant and animal distribution; ecological and historical factors contributing to distribution of the earth's biota. PREQ: 242 or permission of instructor.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>672</td>
<td>Ichthyology (4)</td>
<td>Systematics, life history, ecology, and identification of groups of fishes; collection of local fishes. PREQ: 131 or permission of instructor. 2 Lecture, 6 Lab/field.</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>693</td>
<td>Topics in Biology (1-6, R12)</td>
<td>PREQ: Permission of department head.</td>
<td></td>
<td>1-6</td>
</tr>
<tr>
<td>694</td>
<td>Topics in Biology (1-6, R12)</td>
<td>PREQ: Permission of department head. S/U grading.</td>
<td></td>
<td>1-6</td>
</tr>
</tbody>
</table>
697 Introduction to Graduate Studies in Biology (2)
An introduction to teaching methods, experimental design, and methods of computer
literature searching and internet access.

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

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

Business Administration (BA)

500 Accounting for Management Analysis (3)
Accounting theory and statements and analytical skills in managerial decision making;
readings, problems, cases. PREQ: Permission of director, graduate programs in
business.

505 Economics and Public Policy (2-3, R5)
Economic, social, and public policies affecting managerial decisions; readings, prob-
lems, cases. PREQ: Permission of director, graduate programs in business.

510 Information Systems and Statistical Methods (2, R4)
Information processing and statistical tools for managerial decisions; use of computer
software packages; readings, case method. PREQ: Permission of director, graduate programs in business.

515 Management, Marketing, and Legal Issues (2, R6)
Management theory and organizational behavior; elements and strategies in marketing;
level environment of business; ethics, international implications. PREQ: Permission
of director, graduate programs in business.

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

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

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

Business Law (LAW)

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

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

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

Chemistry (CHEM)

532 Instrumental Analysis II (3)
Theory and practice of modern chemical instrumentation; electrochemistry, spectro-
scopic methods, and nuclear techniques. 2 Lecture, 3 Lab.
541 Advanced Organic Chemistry (3)
Synthetic methods and mechanistic study to include selected topics emphasizing relationships between structure and reactivity. PREQ: 242 and 370.

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

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

554 Computer Interfacing (3)
Digital logic, computer design; interfacing computers to laboratory instruments. PREQ: Permission of instructor. 2 Lecture, 3 Lab.

561 Environmental Chemistry (4)
Sources, reactions, transport, effects, and fates of chemical species in water, soil, air, and living environments. PREQ: 352. 3 Lecture, 3 Lab.

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

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

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

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

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

692 Topics in Inorganic Chemistry (3, R6)

693 Topics in Analytical Chemistry (3, R6)

694 Topics in Organic Chemistry (3, R6)

695 Topics in Physical Chemistry (3, R6)

696 Seminar in Chemistry (1, R3)

698 Research in Chemistry (3, R15)
PREQ: Permission of thesis research advisory committee. Only 9 semester hours may be counted toward a degree.

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

999 Continuing Research (2, R24)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the graduate catalog. These hours will not count toward fulfilling degree requirements. PREQ: Student must be enrolled in a thesis program. S/U grading.
Child Development/Family Relations (CDFR)

565 Day Care Management (3)
Organization and administration of programs in child development and day care centers.

567 Parent Education (3)
Effective child-rearing skills; review of current theories, research, and model parenting programs.

568 Families: Organization and Function (3)
Family organization and function; the family life cycle and areas of adjustment. PREQ: 261 or consent of instructor.

569 Family Gerontology (3)
Study of older family members; their relationships, development, life adjustments, and sources of assistance. PREQ: 364 or permission of instructor.

560 Child and Family Development (3)
Evaluation of theories and patterns of development as influenced by social, cultural, political, and economic variables for children, individuals, and families.

561 Contemporary Family Systems (3)
Current trends, changing needs, and roles.

693 Topics in Child and Family Studies (1-3, R6)

Clothing, Textiles, and Merchandising (CTM)

545 Apparel and Home Furnishings Product Analysis (3)
Value analysis of the compositions and construction of fashion and home furnishing products. PREQ: 242 and 246 or permission of instructor.

546 Principles and Techniques of Fashion Retailing (3)
Case study approach to the operation and management of fashion business enterprises. PREQ: MKT 302, 304, CTM 346, 347, or permission of instructor.

Communication—Electronic Media (CMEM)

593 Selected Topics (3)

Communication—Human Communication (CMHC)

593 Selected Topics (3)

Communication—Print Media (CMPM)

593 Selected Topics (3)

Communication—Public Relations (CMPR)

593 Selected Topics (3)

Communication—Theatre Arts (CMTA)

586 Theatre Production (3)
PREQ: Permission of Instructor.

593 Selected Topics in Theatre Arts (3)
Communication Disorders (EDCD)

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

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

572 Aural Rehabilitation (3)
Acoustic and visual components of speech; amplification and training procedures. PREQ: 450 or permission of instructor.

574 Voice Disorders (3)
The etiology, evaluation, and treatment of voice disorders. PREQ: 372, 471 or equivalent.

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

578 Fluency Disorders (3)

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

595 Seminar in School Practice (3)
Policy and procedures related to school-based practice. PREQ: 683. COREQ: Repeated enrollment in 683 and permission of instructor.

650 Clinical Audiology (3)
Advanced impedance techniques, site of lesion and central auditory testing; review of literature on special procedures. PREQ: 450, 572, or permission of instructor.

660 Psychology of the Hearing Impaired (3)
Effects of congenital and acquired auditory-sensory deprivation on the development and maturation of the hearing impaired; habilitation, counseling, and management stressed. PREQ: 470, 572, or permission of instructor.

661 Private Practice: Design and Operation (3)
Study of the legal, financial, and administrative decisions critical to the design and operation of private practice. PREQ: Permission of instructor.

672 Language Disorders in Adults (3)
Theory, diagnosis, and treatment of adult language disorders. PREQ: 476 or equivalent.

673 Neurogenic Speech Disorders (3)
Theory, diagnosis, and treatment of neurogenic speech disorders including apraxia, dysarthria, cerebral palsy, and dysphagia. PREQ: 476 or equivalent or permission of instructor.

674 Diagnostics (3)
Clinical procedures used in evaluating communication disorders. PREQ: 476 or equivalent.

675 Management of Communication Disorders (3)
Analysis of clinical methods proven useful in the treatment of communicatively handicapped individuals across the lifespan. PREQ: 476 or equivalent.

676 Management of Orofacial Anomalies (3)
Etiology, diagnosis, and treatment of communication disorders associated with orofacial anomalies. PREQ: 476 or equivalent.

677 Dysphagia (3)
Diagnosis and treatment of persons with feeding and/or swallowing disorders. PREQ: 672, 673, or equivalent.
678 Augmentative Communication Systems (3)
Study of augmentative/alternative systems for nonspeaking populations; focus on needs of handicapped individuals. PREQ: 476 or equivalent.

679 Language Assessment and Intervention (3)
Advanced study of current language assessment/intervention techniques. PREQ: 476 or equivalent.

680 Communication Problems of Aging (3)
Survey of communication problems and their remediation in geriatric populations. PREQ: 672 or permission of instructor.

682 Research in Communication Disorders (3)
Study and application of research designs and statistics in communication disorders. PREQ: Permission of instructor.

683 Internship in Communication Disorders (1-3, R15)
Supervised clinical experiences in varied settings. PREQ: 371, 476, or equivalent, and permission of clinic director.

695 Seminar in Articulation and Phonology (3)
Current issues in articulation and phonology; application of research to assessment and intervention. PREQ: 371, 476, or equivalent, or permission of instructor.

696 Seminar in Language (3)
Current issues in language acquisition; application of research to assessment and intervention. PREQ: 476, 679 or equivalent, or permission of instructor.

697 Seminar in Fluency (3)
Issues related to diagnosis and treatment of fluency disorders. PREQ: 476, 478 or equivalent, or permission of instructor.

698 Seminar in Voice (3)
Issues related to the diagnosis and treatment of functional-organic voice disorders. PREQ: 474, 476 or equivalent, or permission of instructor.

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

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

Computer Information Systems (CIS)

651 Decision Support Systems (3)
Analysis, development, design, implementation, and evaluation of computer-based, decision-support systems for management; computer applications in spreadsheets, word processing, and databases.

661 Systems Design (3)
Types of information systems commonly used in commercial data processing; purpose, structure, tasks, and implementation of a system.

662 Database Management (3)
Structure and design of static and dynamic databases; the use of database management software as an integral component of an information system.

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

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

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

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

560 Compiler Construction II (3)
Continuation of course 460; symbol tables, principles, scope rules, type rules; structures from specific languages; run time models; code generation and optimization; error recovery; term project. PREQ: 460.

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

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

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

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

600 Computer Literacy (3)
History, word processing, database management, robotics, computer security, simulations, spreadsheets, graphics editors, telecommunications packages, integrated systems, software review.

601 Logo (3)
Problem solving and programming, top-down design and modularity, procedures, recursion and list processing.

602 Structured Basic (3)
Program development and problem solving, top-down design and modularity, functions, strings, arrays, matrices, subroutines, sequential files, random files, graphics.

606 Applications to the K-8 Curriculum (3)
Computer literacy, scope and sequence models, in-depth examination of a computer literacy curriculum, applications. PREQ: 600; 601 or 602 or permission of department head.

610 Computing Concepts in Programming (3)
Topics will be treated using a modern programming language including programming methodology, data structures, algorithms. 3 Lecture, 2 Lab.

611 Data Structures (3)
Data types; recursion; algorithms; lists, stacks, queues; sorting trees; sorting methods; hash tables; AVL trees. PREQ: 610 or permission of department head.

612 Introduction to Computer Systems (3)
Assembly language, addressing modes, integer instruction set, looping, branching, stacks, subroutines, procedures, macros, conditional assembly, character, and string functions. PREQ: 610.

613 Organization of Programming Languages (3)
Syntax, semantics, names, locations, values, control structures, data types, procedures,
nesting and scope, new data types, applicative languages, dynamically varying structures, exception handling, complexity. PREQ: 610, 612.

614 **Introduction to Computer Organization and Architecture** (3)
Logic gates and Boolean algebra; combinational logic, design of MSI and LSI devices; flip-flops and synchronous sequential circuits; registers, counters, ROM, RAM, memory devices, ALU, buses, control unit, interrupts, I/O devices and programming; interrupt-driven I/O. PREQ: 610, 612.

616 **Applications to the Math Curriculum—Grades 9-12** (3)
Computer science curriculum—ACM; using the computer as a tool to support teaching geometry, algebra, trigonometry, and calculus.

617 **Computers in Secondary Education** (3)
Problems faced by schools; software evaluation, hardware evaluation; administrative applications—packages and programs; programming and software packages in use; planning for computer educational use. PREQ: 600.

618 **Computer-Assisted Learning** (3)
Modes of CAL; CAI, CMI, simulation, games, testing; design principles; authoring languages; examining software critically. PREQ: 600, 601 or 602, 610, 611.

**Counseling (COUN)**

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

601 **Professional Orientation** (1)
Introduction to counseling profession: roles; history; professional issues; ethical and legal concerns. PREQ or COREQ: 605. COREQ: 623 or 660.

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

610 **Family Counseling** (3)
Survey of basic family counseling theories: structural, strategic, systemic, experiential, and intergenerational.

615 **Multicultural Counseling** (3)
Social and cultural considerations in counseling; study of ethnic groups, subcultures, changing roles of women, use of leisure time, differing life patterns and their implications for counseling.

617 **Substance Abuse Counseling** (3)
A systems-based study of substance abuse and its effects upon the individual, family, and community; implications for counseling the substance abuser.

620 **Counseling Children** (3)
Individual and group counseling approaches for use with children ages 6-12; developmental and remedial methods. PREQ: Permission of instructor.

623 **Introduction to Community Counseling** (2)
Concepts and current practices in counseling in community-agency settings; consideration of a model community counseling program, introduction to DSM. PREQ or COREQ: 605. COREQ: 601.

625 **Counseling: Developmental Perspectives** (3)
Counseling issues related to social, cognitive, physical, and personality factors in human life span development. PREQ or COREQ: 605.
630 Theories of Counseling (2)
Selected theories of counseling; development of personal model of counseling. PREQ or COREQ: 605. COREQ: 631.

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

633 Crisis Intervention Counseling (3)
Theory and strategy in crisis intervention counseling, role playing, and modeling; participation and skill development stressed. PREQ: 605. PREQ or COREQ: 630 or permission of instructor.

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

640 Measurement and Appraisal in Counseling (3)
Statistical concepts in testing and measurement; selection, administration, and interpretation of tests and other appraisal methods.

645 Consultation and Collaboration (3)
Role of the counselor as consultant and collaborator; models, roles, and skills; ethical and multicultural issues. PREQ: 630, 631, or permission of instructor.

650 Career Development (3)
Philosophy, theory, and research in career development and vocational choice processes; career information resources; applicability to special groups.

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

660 School Counseling Program Development (2)
Organization, maintenance, evaluation, and improvement of developmental K-12 school counseling programs; relationship to total school program. PREQ or COREQ: 605. COREQ: 601.

665 Implementing School Counseling Program (3)
An advanced course in school counseling. Implementation of comprehensive K-12 developmental school counseling programs; models, strategies, and interventions to work effectively as school counselors at different school levels. PREQ: 600; 601. COREQ: 686 or 687.

667 The DSM and Effective Treatment Planning in Counseling (3)
The primary goal of this course is to provide students with the skills necessary to formulate effective treatment plans and use the DSM in a counseling setting.

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

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

686 Practicum in Counseling (3)
Application of skills in settings that approximate employment; audiotapes and tapescripts required; 150 contact hours required. S/U grading. PREQ: 605, 615, and approval by counseling faculty. PREQ or COREQ: 625, 630, 635, 640, 650.

687 Internship in Counseling (3, R6)
Supervised, on-site experience in various counselor employment settings. Six hundred contact hours required. S/U grading. PREQ: 686 and approval by counseling faculty. PREQ or COREQ: 645. (Only three hours may be applied toward degree).
695 **Seminar in Counseling** (3)
PREQ: Advanced standing; permission of instructor.

699 **Thesis** (3, R6)

730 **Advanced Theory and Techniques in Counseling** (3)
Selected theories and related techniques; supervised practice. PREQ: Admission to counseling specialty at the sixth-year level.

784 **Internship in Counseling** (3)
Supervised, in-depth experience in counseling settings for sixth-year-level students; applications related to advanced-level courses and practicum are stressed. PREQ: Admission to C.A.S. program in counseling; 730; recommendation of adviser. PREQ or COREQ: 786. S/U grading. Nine hours per week.

786 **Advanced Practicum in Counseling** (3)
Application of skills in settings that approximate employment; supervision of master’s-level practicum students; involvement in program development/evaluation; 150 contact hours required. S/U grading. PREQ: Admission to C.A.S. program in counseling; 670, 730.

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

**Criminal Justice (CJ)**

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

593 **Topics in Criminal Justice** (1-3, R9)
PREQ: Approval of department head.

620 **Law Enforcement Administration** (3)
Problems, policies, and practices related to executive action, administration, ethics and the law, jurisdiction, and societal expectations. PREQ: 250 or permission of instructor.

640 **Correctional Administration** (3)
Issues in correctional policy; legal and structural constraints inherent in implementing policy. PREQ: 250 or permission of instructor.

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

**Curriculum and Instruction (EDCI)**

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

506 **Contemporary Philosophies of Education** (3)
Contemporary philosophies; implications for practice; works of Brameld, Hutchins, Dewey, and Whitehead. PREQ: 231; permission of instructor.

601 **Educational Sociology** (3)
Application of sociological theory and research to educational problems.

602 **Methods of Research** (3)
Concepts, methodologies, and procedures in educational research; problem identification, research design, basic data analysis, and applications to educational problems.
603 Comparative Education (3)
Comparison of educational systems in selected cultures.

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

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

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

609 Educational Tests and Measurements (3)
Concepts and techniques; construction of tests; item analysis and interpretation of results of classroom and standardized tests; applications.

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

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

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

618 Theory in Practice in the Subject Area Classroom (3)
Students lacking teaching experience will be assigned to a classroom in their teaching field. Students will also meet in a seminar setting. PREQ: Permission of instructor.

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

699 Thesis (4)

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

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

705 Advanced Research Methods (3)
Logic, techniques, limitations, and applications of case studies, survey methods, causal comparative methods, and causal modeling; emphasis upon use in decision making. PREQ: 606.

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

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

802 Program Planning and Evaluation (3)
Design and techniques for the development and improvement of educational programs. Issues and approaches involved in conducting evaluations and using the results in decision making. PREQ: 606.

895 Doctoral Research Seminar (3)
Exploration of an area of research interest, problem development, and the creation of an appropriate research strategy for addressing the problem. S/U grading. PREQ: 606.
999 Continuing Research (2, R24)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Student must be enrolled in a thesis program. S/U grading.

Economics (ECON)

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

608 Business and Managerial Forecasting (3)
Analysis of current and prospective levels of national economic activity; emphasis on the art and science of forecasting future business conditions using available business indicators.

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

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

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

Educational Administration (EDAD)

600 Theory and Foundations of School Administration (3)
Administrative structure and processes; theories, frameworks, and models of administrative behavior, governance, and organization.

610 The Principalship (3)
Administrative and supervisory duties, problems, skills, and competencies required of a school principal.

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

681 Independent Study (1)
PREQ: Permission of adviser.

684 Elementary Principal Internship (1)
PREQ: 600, 610, EDSU 605, and permission of adviser. S/U grading.

685 Secondary Principal Internship (1)
PREQ: 600, 610, EDSU 605, and permission of adviser. S/U grading.

695 Seminar in the Principalship (2)
Trends and issues in school administration. PREQ: Permission of adviser.

700 The Superintendency (3)
The superintendent’s role and relations with school boards, staff, and community; problems of administering a complex educational organization.
710 (EDHE 710) Administration of Two-Year Colleges (2)
Organization, functions, and practices in higher education; emphasis on community colleges and technical institutes.

783 Internship in School Administration (2)

795 Seminar in School Administration (2)
PREQ: Permission of adviser.

Educational Leadership (EDL)

611 Educational Organizations (3)
Organizational theory applied to educational organizations; structures/models; behavioral theory; administrative processes. Students conduct field-based study to analyze and compare organizational arrangements. PREQ: Admission to MSA program. (formerly EDAD 611)

612 Leadership Theory (3)
This course explores school applications of leadership theory. Students will study leadership theories, participate in leadership simulations, and take on leadership responsibilities in schools. (formerly EDAD 612)

620 School Law (3)
Principles of school law; authority, responsibility, and liability of school boards, administrators, and teachers; significant court decisions. (formerly EDAD 620)

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

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

650 School Personnel Administration (3)
Theory, principles, and practices; recruitment, selection, assignment, evaluation, promotion, and tenure; staff development and welfare; collective negotiations. (formerly EDAD 650)

660 School-Community Relations (3)
Developing and maintaining appropriate relationships; communication with the public; techniques, instruments, and tools for improving relationships. (formerly EDAD 660)

686 School-Site Internship I (3)
An administrative internship under supervision of a practicing principal and university faculty. First part of a series of two internships. Seminar sessions held concurrently. PREQ: Permission of adviser. (formerly EDAD 686)

687 School-Site Internship II (3)
Administrative internship under supervision of practicing principal and university faculty. Second of two required internships. Seminar sessions held concurrently. PREQ: 686. (formerly EDAD 687)

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

705 Leadership for Educational Programs (3)
Function, organization, and leadership responsibilities of the central office supervisory staff, with an emphasis on system-wide program coordination. PREQ: EDSU 605. (formerly EDSU 705)
The Politics of Educational Decision Making (3)
Examination of factors and groups that may influence educational decisions. (formerly EDAD 720)

Policy Development and Analysis (3)
Visioning, strategic planning, organizational goals and objectives, and policy development are major topics. An analysis of policy and its effect on organizational performance is included. (formerly EDAD 731)

Computer Applications in Educational Administration (3)
Techniques of data management for administrative problem solving and effective management of schools. Students work with administrative software developed for microcomputers.

Internship in Supervision (2)
Supervised work at the district level or at the institutional level in higher education. S/U grading. PREQ: EDSU 615. (formerly EDSU 785)

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

Advanced Leadership Theory (3)
Advanced study of leadership theory. Leadership roles and expectations in educational organizations. Comparisons and analysis of effective and ineffective leadership. PREQ: 611 or EDAD 600.

Behavior and Management of Educational Organizations (3)
Organizational structures and functions, focusing on rural educational organizations and the behavior of groups and individuals within them. PREQ: 611 or EDAD 600.

Internship in Rural School Leadership I (1-3, R3)
First part of three internship experiences. Seminar sessions held concurrently. PREQ: Approval of student's doctoral committee. S/U grading.

Internship in Rural School Leadership II (1-3, R3)
Second part of three internship experiences. Seminar sessions held concurrently. PREQ: 883 and approval of student’s doctoral committee. S/U grading.

Internship in Rural School Leadership III (1-3 R3)
Third part of three internship experiences. Seminar sessions held concurrently. PREQ: 883, 884, and approval of student’s doctoral committee. S/U grading.

Advanced Seminar in Instructional Leadership (3)
An investigation of an instructional problem: studying and solving it. PREQ: EDSU 605 and EDCI 800. (formerly EDSU 895)

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

Doctoral Seminar in Educational Leadership (3)
The seminar explores strategies used to provide leadership for rural educators. Case studies, models, research, and interviews are used to understand leadership theory and practice.

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

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

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

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

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

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

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

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

793 Selected Topics in Education and Psychology (3, R12)
PREQ: Ed.S. degree and permission of department head. S/U grading.

Educational Supervision (EDSU)

605 Principles of Supervision (3)
Purposes and philosophies of supervision; basic laws of human relationships, concepts of leadership and change; the change-agent role in instructional improvement.

615 Techniques of Supervision (3)
Practical applications of supervisory principles for improving instructional staff and programs. PREQ: 605.

620 School-Based Instructional Leadership (3)
Function, organization, and techniques of school-based supervisory support for teachers, including roles of principal, mentor teacher, curriculum coordinator, and support teams. PREQ: 605 or permission of department head.

630 School Improvement (3)
Exploration of the developmental process of school improvement focusing on school leadership. Site-based management, total quality management, and outcomes-based models are explored. PREQ: 605.

635 Supervision of the Novice Teacher (3)
Techniques of supervising student teachers and beginning teachers during the initial certification period.

680 Problems in Supervision (1, R3)
PREQ: 605.

685 Internship in Supervision (2)
Supervised work at the school level or at the departmental level in higher education. PREQ: 605. S/U grading.

693 Topics in Supervision (1, R3)
PREQ: Permission of instructor.

Elementary Education (EDEL)

566 Computers in Education (3)
Introduction to the use of computers in school settings; emphasis on instructional applications, issues, and trends.
567 Adolescent Literature (3)
The reading development and reading interests of adolescents; evaluation criteria; instructional strategies; requires comprehensive reading of a wide genre of books.

575 Discipline and Classroom Management (3)
Strategies and techniques for developing positive attitudes and behavior in the classroom; principles of classroom management.

580 Independent Study (3)
PREQ: Permission of department head.

593 Topics in Elementary Education (3)

601 Elementary School Curriculum (3)
Content and methods; evaluation of practices and recent developments.

602 Individualizing Instruction (3)
Philosophy, principles, and techniques of meeting individual needs; identification, evaluation, and use of resources for individualization.

603 Elementary Science Curriculum (3)
Curricular development and research in teaching science; current issues and trends.

604 Elementary Social Studies Curriculum (3)
Curricular development and research in teaching social studies; current issues and trends.

605 Elementary Math Curriculum (3)
Curricular development and research in teaching math; current issues and trends.

606 Elementary Language Arts Curriculum (3)
Curricular development and research in teaching language arts; current issues and trends.

607 Mathematical Problem Solving in the Elementary/Middle School (3)
Teaching methods, issues, and curriculum development of mathematical problem-solving strategies appropriate for elementary and middle school students. PREQ: Permission of instructor.

608 Diagnosis and Remediation in Elementary/Middle School Mathematics (3)
Diagnostic/prescriptive strategies for elementary and middleschool mathematics teachers. PREQ: Permission of instructor.

614 Issues and Trends in Elementary Education (3)

653 Advanced Children's Literature (3)
Literary experience in the total language arts curriculum, selection of materials, guiding children's study of literature.

666 Projects in Educational Computing (3)
Research and advanced projects related to the use of computers in educational settings. PREQ: 566 or approval of instructor.

670 Practicum in Middle Grades Education (1-3, R3)
Relates theory to practice; expands skills in areas of research, curriculum, and application. Direct experience for professional practitioners. PREQ: Permission of adviser.

675 Workshop in Elementary Education (3)
Content, methods, and materials to meet specific in-service needs of an individual school or system.

680 Independent Study (1-3, R6)
PREQ: Permission of department head.
695 Research Seminar in Elementary Education I (3)
Development and presentation of a research proposal. PREQ: 601; EDCI 602, and permission of department head.

696 Research Seminar in Elementary Education II (3)
Presentation of research project carried out in an appropriate elementary classroom. PREQ: 695.

701 Seminar in Elementary School Curriculum (3)
Forces affecting curriculum development, strategies for implementing changes, formulation of curriculum development models. PREQ: 601 or EDCI 604.

714 Programs in Elementary Education (3)
Comparative studies of programs in historical and philosophical perspective. PREQ: 614.

718 Philosophy and Curriculum for Middle Schools (3)
Analysis of programs in historical and philosophical perspective. PREQ: 601 or 618.

770 Advanced Practicum (3, R6)
Supervised practicum experience in educational settings with emphasis on planning, implementing, and evaluating innovative or experimental instructional strategies and/or resources. PREQ: Admission to the Ed.S. program. S/U grading.

782 Research in Elementary Education (3)
PREQ: EDCI 602.

795 Advanced Research Seminar in Elementary Education I (3)
Development of a research project to be carried out in an elementary classroom. PREQ: 701 and permission of department head.

796 Advanced Research Seminar in Elementary Education II (3)
Presentation of a student-conducted research. PREQ: 795.

797 Advanced Research Seminar in Middle Grades Education I (3)
Development of a research proposal to be carried out in a middle-grades classroom. PREQ: 718 and permission of department head.

798 Advanced Research Seminar in Middle Grades Education II (3)
Presentation of student-conducted research. PREQ: 797.

English (ENGL)

501 Writing for Careers (3)
Theory and application of rhetoric in professional communication; emphasis on triad of author, subject, and audience. Practical assignments: memos, letters, resumes, reports, and persuasive messages.

502 Technical Writing for Business and Industry (3)
Practical applications to technical communications; examination of contemporary theory. Students write, edit, graphically design, lay out, and produce documents/presentations utilizing desktop and internet publishing.

514 Fundamentals of Teaching Composition (3)
Theoretical and practical basis for designing and teaching composition course; analysis of rhetorical, cognitive, and linguistic approaches. Practical, research-based techniques and issues.

515 Linguistics (3)
Introduction to sound systems, word systems, sentence patterns; social/regional dialects; psycholinguistics, child/adult language acquisition; historical linguistics; lin-
guistic reconstruction; neurolinguistics; pragmatics, language typology. PREQ: Permission of instructor.

516 Teaching English as a Second Language (3)
Current trends/strategies in teaching English to non-native speakers. Aspects of American culture that affect language learning. PREQ: ENGL 515 or permission of instructor.

517 Methods of Teaching Literature (3)
Methods of teaching poetry, world literature, young adult literature; technologies which enhance teaching. PREQ: Admission to M.A.T. in English or permission of instructor.

550 Major British Writers (3, R9)
Selected works of one or more important British authors from a single historical period.

564 Native American Literature (3)
Ancient oral tradition and contemporary works. Perceptions of culture, environment, and time observed in "old ways" stories; how influences emerge in "new way" poetry and fiction.

571 Modern Poetry (3)

572 Modern Fiction (3)
How modern texts move away from traditionally "representational" ways of developing plot, character, setting, and point-of-view. Works examined in context of current criticism/theory.

573 Modern Drama (3)
Introduction to major figures of theatrical production from 1875 to contemporary; from realistic social dramas to surrealistic dream plays. Includes "acting out" and field trips.

580 Studies in English (3, R6)
Independent study/directed research in English. PREQ: Permission of instructor and department head.

589 Co-op: Writing and Editing (3, R6)
Cooperative education assignments are professional (often off-campus) experiences designed for students who wish to apply their theoretical learning to an on-the-job situation. PREQ: Enrollment for at least one term in the graduate English program; B average in graduate work; approval of adviser, department head, and cooperative education coordinator. S/U grading.

600 Selected Ethnic Literature (3)
Exploration of literature outside the Euro-centric canon. Introduces cultural diversity: African-American, Asian-American, Hispanic-American, or Native-American literature; international or multicultural literature.

601 Gender Studies (3)
Feminist theory; ways in which male and female authors construct gender; how representations of men and women have influenced how we think about society and culture. (formerly 577)

602 African-American Literature (3)
Survey of African-American literature; focus on postmodernist period. Background in African-American literary theory/history; concentration on explosion of literature in late twentieth century.

606 Nonfiction Writing (3)
"Literary" or creative nonfiction writing for small presses or popular magazines; emphasis on personal experience, personal reflection, and profile essays.
607 Breaking into Publishing (3)
Designed to meet needs of students seeking employment in the publishing field; emphasis on theoretical knowledge/practical applications.

608 Fiction Writing (3)
Students write short stories (or chapters); explore trends in twentieth century fiction: interior monologue, present-tense narration, second-person narration, third-person interior monologue, multiple flashbacks/time sequencing. (formerly 593)

609 Poetry Writing (3)
Writing and reading poetry; in-depth discussion of student work. Preparation of portfolio of original poems; study of major poets and formal elements of poetry. (formerly 505)

610 History of Rhetoric (3)
In-depth survey of the western rhetorical tradition from classical times to the present, with the principal focus on major contributions through the 20th century. (formerly 698)

611 Mountain Area Writing Project (6)
By invitation only to K-12 teachers (all subjects) within Western North Carolina, Region 8. Focus on principal aims of National Writing Project and North Carolina Writing Projects, with which it is affiliated. PREQ: Permission of instructor.

612 The Mountain Area Writing Project (Level 2) (3)
A follow-up extension of ENGL 611, open only to K-12 public school teachers through invitation. Rare exceptions made with permission of instructors.

613 Stylistics (3)
In-depth study of the rhetoric of style. Examination of professional writing; how and why writers might choose sentence type, vocabulary, punctuation, and syntax.

614 Contemporary Rhetoric (3)
In-depth survey of rhetoric in the late twentieth century; examination of theory/application of "new rhetorics."

615 Linguistic Perspectives (3)
Specific focus will vary: may cover phonology, morphology, syntax, sociolinguistics, dialectology, psycholinguistics, and child/adult language acquisition. PREQ: ENGL 515 or permission of instructor. (formerly 691)

617 Historical Linguistics (3)
Attention to language in historical context: language families, linguistic change, linguistic reconstruction. Focus on changes in phonology, morphology, syntax, semantics, and orthography of English language.

618 Methods of Literary Research and Bibliography (3)
Fundamentals of literary research; history, production, and description of printed books. Required for all graduate students in the M.A. and the M.A.T. in English.

619 English Grammars (3)
Internal structure of English, particularly its syntax: traditional grammar, American Structuralism, and Generative Grammar; primary focus on Chomsky's and other competing models. (formerly 512)

620 Chaucer (3)
Chaucer’s major poetry/historical epoch analyzed; particular emphasis on The Canterbury Tales, Troilus and Criseyde, and the dream visions. All selections read in Middle English. (formerly 520)

621 Medieval Language and Literature (3)
Introduction to the structure, syntax, grammar, and vocabulary of Middle English; major works written between 1066 and 1500 are examined, in original and translation.
622 Anglo-Saxon Language and Literature (3)
Emphasis on Old English language, major works, in translation and in original. Students will become familiar with Old English history and the culture.

631 Shakespeare (3)
Approach to selected works of Shakespeare from a specialized perspective, depending on instructor’s preference and students’ needs: e.g., dramatic language, great tragedies, critical approaches.

632 Renaissance Literature (3)
Literature of Early Modern period from a specialized perspective, depending on instructor’s preference and students’ needs: e.g., Renaissance idealism, Sidney/Spenser, sonnets, Tudor-Stuart drama. (formerly 692)

641 Milton (3)
Examination of theological, mythological, political, and poetic issues in Paradise Lost and Samson Agonistes, minor poems. Introduction to major prose works. (formerly 540)

642 Seventeenth Century Poetry and Prose (3)
Works of notable poets; special attention to Cavalier, Metaphysical, and Meditational poetry, and prose writings with attention to issues of theme and style. (formerly 694)

643 Literature of the Enlightenment (3)
Focus on artistic constructs of order (heroic couplet, Augustan diction); developments within artistic genres (satire, novel, periodical); dynamic cultural temperaments. (formerly 640)

651 Romantic Literature (3)

652 Victorian Literature (3)
Study of mid-late nineteenth century poetry and prose, from Carlyle to Pater; Dickens to Tennyson; PreRaphaelites poetry and painting. (formerly 695)

653 Nineteenth Century British Fiction (3)
Genre of the novel from beginning to end of century: Austen, Dickens, Eliot, Hardy. Survey of other fiction: bildungsroman, historical fiction, romance, social realism, comedy. (formerly 551)

660 Early American Literature through Romanticism (3)
Examination of American literature from first European contacts through flowering of American Renaissance. Inquiry into what it meant to face the radical unknown, become a nation, form an indigenous literature.

661 American Realism through Modernism (3)
Writers from latter nineteenth century to World War II: analysis of pioneers of realism to practitioners of modernism; also, study of poets and dramatists.

662 American Post-Modern Literature (3)
Study of technical experimentation begun in modernist era; notable writers since World War II in all major genres.

670 Early Twentieth Century British Literature (3)
Literary trends dominating first four decades of twentieth century; emphasis on Yeats, Conrad, Eliot, Woolf, Lawrence; also, works in English from United States or other countries. (formerly 696)

671 Late Twentieth Century British Literature (3)
A multi-genre view of literature since World War II; writers in English, or in English translation. (formerly 563)
672 Twentieth Century Genre (3)
Examination of one or more major genres: drama, poetry, novel, short story, creative nonfiction, biography, or film in the twentieth century. (formerly 697)

676 Pre-Twentieth Century Criticism and Theory (3)

677 Twentieth Century Literary Criticism and Theory (3)
Study of major developments in critical theory since 1900: Formalism, Structuralism, Poststructuralism, Reader-Response Criticism, Marxism, Psychological and Mythic Criticism, and Feminism.

693 Special Topics in English (3, R6)
Varying topics of specialized focus.

699 Thesis Research (3, R12)
Only 6 hours of thesis may be counted toward a degree. Students may register for thesis credit the semester after the thesis proposal has been approved. Students may enroll in no more than 6 semester hours of thesis credit during any given semester without approval of the English department's graduate director and department head.

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

Environmental Health (ENVH)

570 Principles of Epidemiology (3)
Principles and applications to investigation, control, and prevention of disease. PREQ: Permission of instructor.

575 Environmental Program Administration (3)
Intensive study of regulatory program administration; focus on development, implementation, and evaluation of environmental health programs in the government sector.

655 Hazardous Materials and Waste Management (3)
An application of technical and administrative procedures needed to understand the problems of hazardous materials and waste management, especially as they relate to current generators, transporters, processors, and disposers.

675 Loss Control through Industrial Hygiene (3)
Reduction of employer health-care cost through utilization of principles of industrial hygiene and occupational health; cost-effectiveness of preventive medicine in industry.

Family and Consumer Sciences (FCS)

514 (IET 514) Career Exploration (3)
Prevocational component of career education; emphasis on applying theories of career development through hands-on activities. (formerly HE 514)

593 Topics in Family and Consumer Sciences (1-3, R6)
(formerly HE 593)

601 Professional Issues (3)
Considerations regarding current issues, ethics, diversity, and advocacy. (formerly HE 601)

602 (IET/OA 602) Vocational Education History and Philosophy (3)
(formerly HE 602)
610  (IET 610) **Vocational/Technical Evaluation (3)**  
Philosophy, methods, and techniques of evaluating vocational/technical students, instructors, and programs. (formerly HE 610)

611  **Designing Educational Programs (3)**  
Theories and concepts supporting design and management of educational programs in family and consumer sciences. (formerly HE 611)

620  **Contemporary Consumer Issues (3)**  
Perspectives on the development, appraisal, and use of consumer programs and resources. (formerly HE 620)

652  **Computer Applications (3)**  
Computer programs and computer usage for family and consumer science professionals. 2 Lecture, 2 Lab. (formerly HE 652)

654  **Creative Ergonomics (3)**  
Human factors in interior design systems; human information handling; variability of measurements in human support and environmental systems. (formerly HE 654)

680  **Independent Study (1-3, R6)**  
PREQ: Permission of department head. (formerly HE 680)

681  **Research Project (3)**  
PREQ: Permission of adviser, completion of two-thirds of degree requirements. (formerly HE 681)

693  **Topics in Family and Consumer Sciences (1-3, R6)**  
(formally HE 693)

699  **Thesis (3, R6)**  
PREQ: Permission of adviser. (formerly HE 699)

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

**Finance (FIN)**

601  **Financial Management (3)**  
Capital budgeting, capital structure, dividend policy, mergers, and other aspects of financial planning.

602  **Investment Analysis and Portfolio Management (3)**  
Evaluation of investment strategies; foreign exchange markets; technical analysis and portfolio theories.

603  **Advanced Financial Analysis (3)**  
Financial models, investment decisions under uncertainty, cost of capital, valuation models, and dividend policies: case approach. PREQ: 601.

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

693  **Topics in Finance (3, R6)**  
PREQ: Permission of department head and director, graduate programs in business.
Food Service Management (FSM)

532 Food Systems Management II (3)
Functions of management applied to food-service systems; emphasis on planning, marketing, personnel, cost control, and computer applications. PREQ: HM 430.

Geography (GEOG)

502 Conservation of Natural Resources (3)
Quantity, quality, and distribution of resources in the United States; dilemma of increasing demand on a dwindling resource base.

540 Topics in Regional Geography (3, R12)
Physical, economic, and social aspects of the geography of a selected region (Asia, Europe, USSR, North America, Middle East, Latin America, and Africa).

544 Political Geography (3)
Territorial and cultural elements in the formation of national and international boundaries: case studies.

560 Urban and Regional Land Use Planning (3)
Principles and practices of urban/regional planning; types of planning reports; applications to North Carolina. PREQ: Permission of instructor.

562 Introduction to Urban Geography (3)
Study of the spatial structure and functions of urban places; theories of city origin and growth.

564 Industrial Location and Community Development (3)
Measures of manufacturing; location theory; decision-making factors in the location of industry; community-development planning practices. PREQ: 350 or permission of instructor.

591 Topics in Geography (1-3, R6)
PREQ: Permission of instructor.

593 Special Problems (1-3, R6)
PREQ: Permission of instructor.

693 Special Problems in Geography (3, R6)
PREQ: Permission of department head.

Geology (GEOL)

541 Economic Mineral Resources (3)
Formation of and exploration for economic mineral deposits; technologic, economic, and political aspects of exploitation; distribution of production and reserves. PREQ: Permission of instructor.

551 Analytical Methods in Geology (3)
Techniques used for the preparation of mineral and rock specimens for chemical analyses and/or instrumentation for field collection of data. PREQ: Permission of instructor. 1 Lecture, 4 Lab.

591 Topics in Geology (1-3, R6)
PREQ: Permission of instructor.

593 Special Problems in Geology (2, R4)

601 Earth Sciences (3, 3)
602 Survey of the elements of physical and historical geology, weather, climate, and their effect on geomorphic process.

693 Topics in Geology (1-3, R6)
PREQ: Permission of instructor.
Health Sciences (MHS) (formerly HSCC and HSMS)

510 Systems and Policy in Health Care (3)
Medical and health services delivery organizations, providers, recipients, financing, and national policy perspectives. (formerly HSMS 510)

530 Continuing Education for Health Professionals (3)
Theory and principles of adult education as they apply to health professionals and the clinical setting.

532 Principles of Clinical Education (3)
Principles and methods of teaching health-care occupational skills in clinical settings focusing on defining educational needs, developing curricula, pedagogy, and outcomes assessment. (formerly HSCC 610)

534 Training and Development in Clinical Settings (3)
Techniques used in designing programs and activities to improve effectiveness of hospitals and other health-service delivery organizations as delineated by organizational needs, culture, and strategic plan.

560 Management of Health Resources (3)
Concepts of resources management in health-care delivery; the supervision process and related skills as applied in various health-related facilities.

562 Human Resource Management in Health Care Organizations (3)
Human resource management in hospitals and other health service delivery organizations; includes determining need, designing jobs, determining compensation, hiring, and managing employees. PREQ: 510.

564 Cost Containment/Productivity Management in Health Care Organizations (3)
Principles of productivity management and budgeting of clinical departments in hospitals and other health service delivery organizations. (formerly HSMS 550)

663 Workforce Distribution Dynamics in Health Care (3)
Labor force issues in hospitals and other health service delivery organizations as a function of internal and external forces and their effects on the ability to provide services. PREQ: 560 or permission of instructor. (formerly HSMS 630)

664 The Legal Environment of Health Care (3)
Controls and constraints over the provision of medical and health services and the practices of personnel; includes standards and regulations; applicable legislation and case law. PREQ: 510 and 560 or permission of instructor. (formerly HSMS 620)

665 Quality Improvement in Delivery of Patient Services (3)
Quality improvement in patient care delivery; includes program design and new and emerging concepts and practices in quality management. PREQ: 510 or permission of instructor. (formerly HSMS 650)

666 Health Care Organization-Problem Solving and Decision Making (3)
Overview of macrolevel directional decisions and microlevel operational decisions.

667 Organizational Dynamics in Health Services Delivery (3)
Overview of theories and practices concerning the interaction of organizations, groups, and professionals in health-care service delivery organizations. PREQ: 560 or permission of instructor.

668 Management Information Systems in Health Care Organizations (3)
Overview of automated information systems, flow charting and mainframe health-care systems, technology considerations, artificial intelligence, programming and application in health-care settings. (formerly HSMS 640)

675 Research Methodology in the Health Sciences (3)
Overview of history and philosophies of research, topic selection, data gathering and
presentation, report writing, and proposal development. PREQ: EDCI 606 and completion of 24 semester hours applicable toward the MHS degree.

680 Directed Independent Study in Health Sciences (1-3, R6)
A limited course for independent study; goals, methods, and expected outcomes approved in advance by program faculty; process monitored and outcome evaluated by program faculty. PREQ: Permission of instructor.

693 Special Topics in Health Sciences (3, R6)
In-depth study of a selected subject related to health sciences. PREQ: Permission of instructor. (formerly HSMS 693)

694 Seminar in Health Care Management Issues (3)
Analysis of management problems and issues emphasizing service unit needs. PREQ: Acceptance in the MHS program or permission of instructor.

696 Trends and Issues Seminar in Health Sciences (3)
Overview of the latest development in the delivery of health and medical services and their implications for the future. PREQ: Completion of 27 hours of graduate course work applicable toward the MHS degree.

698 Project in Health Sciences (3, R6)
Students work independently under the direction of one faculty member on an analysis of a topic, synthesis, or creative application of existing scholarship to a specific problem, the result of which is a scholarly paper. PREQ: 675.

699 Thesis (3, R12)
PREQ: 675 and approved thesis topic. Only 6 semester hours may be applied toward degree. (formerly HSMS 699)

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

Higher Education (EDHE)

531 Foundations of Adult Education (3)
Historical, sociological, psychological, and philosophical foundations of adult education; the nature and characteristics of adult learners; review of research.

605 The Two-Year College (3)
The two-year institution's function in higher education.

610 Two-Year College Instruction (3)
Theories of instruction: emphasis on strategies appropriate to different abilities, interests, and learning levels.

636 Two-Year College Curriculum Development (3)
Principles and processes of program planning and curriculum development.

683 Internship: Two-Year College Administration I (2)
Fieldwork at the department or division level in a two-year school. PREQ: Consent of adviser. S/U grading.

686 Practicum in Two-Year College Teaching (2)

693 Topics in Higher Education (1, R3)
Short-term, high-interest topics related to administration and curriculum in higher education. PREQ: A course in higher education or permission of instructor.
695 Seminar on the Two-Year College (2)
710 (EDAD 710) Administration of Two-Year Colleges (2)
783 Internship: Two-Year College Administration II (2)

Fieldwork at the dean or director level or higher in a two-year school. PREQ: Permission of adviser. S/U grading.

History (HIST)

511 Western Imperialism, 1500 to the Present (3)
Western Imperialism in the Americas, Africa, and Asia; World War I and its aftermath; the roots of Third-World independence movements.

512 Early Modern Europe (3)
The Reformation; development of the modern state; scientific revolution; rise of capitalism; social change.

513 Europe in the Eighteenth Century (3)
The Old Regime; wars of expansion, the Enlightenment; the French Revolution and Napoleon.

514 Europe in the Nineteenth Century (3)
Post-Napoleonic settlement; internal, colonial, and imperial developments; unification movements; the background of World War I.

516 Europe in the Twentieth Century (3)
World War I: Paris Peace Conference, domestic developments, the rise of "isms" in Russia, Italy, and German. World War II: postwar reconstruction and reorganization, and the Cold War.

531 Colonial America, 1492-1763 (3)
Political, social, economic, and cultural characteristics.

532 The Revolutionary Era, 1763-1800 (3)
Causes and effects of the Revolution, the War for Independence, the Constitution, the Federalist Era.

533 The Young Republic, 1800-1848 (3)
Jeffersonian democracy; War of 1812; Era of Good Feeling; Jacksonian democracy; western expansion; the Mexican War.

534 Civil War and Reconstruction, 1848-1877 (3)
Sectional differences; the secession movement; military operations; Reconstruction.

535 Emergence of Industrial America, 1877-1929 (3)
Growth and conflict of organized industry and labor; agrarian decline and revolt; American Imperialism; progressive reform; World War I; postwar crises and prosperity.

536 The United States since 1929 (3)
Great Depression; New Deal; World War II; role as Cold War superpower; domestic developments.

542 African-American History (3)
Role of African-Americans in American history; African background; religious, cultural, economic, and political institutions, civil rights, struggles, tension assimilation and black nationalism.

543 The American South (3)
Social structure and economic interests of the Antebellum South; impact of Civil War and Reconstruction; the New South; the twentieth-century South; emphasis on regional differences and social transition.

545 Cherokee History (3)
Pre-contact Cherokee society; acculturation; removal; post-removal development of the Cherokee Nation West and the Eastern Band of the Cherokees.
546 Southern Appalachian Culture (3)
History and folkways in the period of geographic isolation; changes in regional culture in an age of improved transportation and communications.

551 American Women's History (3)
Role of women in American history; conflicting and changing ideologies of femininity and sexuality; women in the family, workplace, and politics.

563 History of the Mexican Nation (3)
Mexico since 1810; nineteenth-century conflicts; revolution, 1910-1917; progress to the present.

572 Local History and Genealogy (3)
Role of the family and the community in shaping state, regional, and national developments; emphasis on research techniques and local resources. Lecture and fieldwork.

573 Archives and Museum Management (3)
Preservation, management, and display of archival materials and museum artifacts with emphasis on museum management. Lecture and fieldwork.

575 Historical Editing (3)
Analysis of manuscripts, government documents, and transcripts of oral testimony; emphasis on evaluation, selection, transcription, and annotation of materials and completion of an editorial project. Lecture and fieldwork.

578 Historic Sites and Historic Preservation (3)
Aspects of historic preservation; emphasis on aesthetic, legal, financial, and public relations considerations. Lecture and fieldwork.

589 Cooperative Education in History (3)
PREQ: Enrollment for at least one term in the M.A. in American History-Public History option; B average in graduate work; approval of department head, adviser, and cooperative education coordinator. S/U grading.

593 Topics in History (3, R12)

631 American Historiography (3)
Survey of the principal historians: their aims, methods, materials, and philosophy.

680 Readings in History I, II, III, IV (3, R6 each course)
681 Major interpretative monographs and articles within a selected area. May not be taken more than twice for credit without departmental approval.

688 Internship in History (1-3, R-3)
Supervised internship in a public history institution or setting. PREQ: Permission of department head. S/U grading.

693 Problems in American History (3, R9)
PREQ: Preparation in topic or permission of instructor.

695 Seminar in American History and American Studies (3)
Intensive investigation of selected topics in American history and American studies.

699 Thesis (3, R12)
Only 6 hours may be counted toward degree.

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

589 Cooperative Education in Human Resource Development (3)
Paid work experience in Human Resource Development. PREQ: Enrollment for at least one term in the HRD program, a B average in graduate work, approval of adviser, department head, and cooperative education coordinator. S/U grading.

605 Orientation to Human Resource Development (3)
An orientation to the field of human resource development including its academic underpinnings, professional practices, and ethical standards. PREQ: Permission of instructor.

610 Human Resource Development (3)
Background and role of the human resource development function in business and industry; emphasis on designing and implementing training programs. PREQ: 605 and EDCI 602.

612 Instructional Design (3)
Developing instructional training programs for education, industry, and government. PREQ: Permission of instructor.

620 The Design and Use of Instructional Gaming-Simulations (3)
Exploration into instructional games and simulations. Selection of gaming-simulations to achieve particular learning objectives and facilitation of simulation exercises. Emphasis is placed on designing and field-testing student made gaming-simulations. PREQ: Permission of instructor.

660 Career Development/Management Systems (3)
Case histories of successful career-pathing; mentoring, and other career-helping relationships; Concepts borrowed from career-planning counselors, professional trainers, and organization development specialists. PREQ: Permission of instructor.

670 Program Evaluation (3)
The role, design, and implementation of program evaluation procedures. PREQ: EDCI 602.

675 Managing the Human Resource Development Function (3)
Introduction to effective management of a human resource development department. Emphasis placed on organization, staffing, and supervising an ongoing training operation; developing a training-department budget and conducting cost-benefit studies. PREQ: Permission of instructor.

683 Field Experience in Human Resource Development (3)
Supervised experience in a human resource development department of an industry to familiarize students without prior experience with the setting in which they will be employed. PREQ: Admission to M.S. in Human Resource Development program. PREQ or COREQ: 610. S/U grading.

693 Selected Topics in Human Resource Development (3, R6)
PREQ: Permission of instructor.

698 Seminar in Human Resource Development (3)
Trends and issues in human resource development; implementation of programs. PREQ: 610 and/or permission of instructor.

Industrial and Engineering Technology (IET)

510 Topics in CAD (3, R6)
Advanced applications using state-of-the-art CAD programs, operating systems, hardware configurations and operational procedures. PREQ: Permission of instructor.

514 (FCS 514) Career Exploration (3)
521  **Ergonomics (3)**  
Theories and applications of ergonomic principles for the industrial setting. PREQ: Permission of instructor.

522  **Advanced Polymer Technology (3)**  
Theory and application of molding processes; emphasis on thermoplastic and thermoset injection; topics in polymer science and microprocessing. PREQ: 420 or permission of instructor.

524  **Facilities Management and Maintenance (3)**  
Management and maintenance of residential, commercial, and industrial building systems. Functions and evaluation of systems for heating, cooling, electrical, communications, water, waste, protective coatings and roofing, lawns, and roadways. PREQ: Permission of instructor.

534  **Plant Layout (3)**  
Problem analyses and design of plant facilities; plant layout, material flow and handling; physical storage systems. PREQ: Permission of instructor.

560  **Industrial Materials and Processes (3)**  
An overview of industrial materials as related to contemporary manufacturing processes. PREQ: Permission of instructor. 2 Lecture, 2 Lab.

570  **Advanced Electronics (3)**  
Application of electrical/electronic circuits in manufacturing and automatic control. PREQ: 371 or equivalent. 2 Lecture, 2 Lab.

589  **Cooperative Education in Industrial Technology (3, R6)**  
PREQ: Enrollment for at least one term in the M.S. in Technology; B average in graduate work; approval of department head, adviser, and cooperative education coordinator. S/U grading.

593  **Topics in Industrial and Engineering Technology (1-3, R6)**  

602  **(OA/FCS 602) Vocational Education History and Philosophy (3)**  
History of vocational education; development of current programs; federal and state legislation; guidelines for program development and implementation; changing needs in employment.

603  **Applied Research and Design of Experiments (3)**  
An applied study of statistical tools and procedures commonly used for decision making in manufacturing. The focus will be on the interpretation and analysis of technical data related to decision making for the improvement of manufacturing. PREQ: Undergraduate courses in statistics and quality control; computer competency; or permission of instructor.

610  **(FCS 610) Vocational/Technical Evaluation (3)**  

630  **Trends in Industrial Education (3)**  
Trends and innovations in industrial education to assist teachers and administrators in developing new concepts based on technological changes.

632  **Administration of Industrial Education (3)**  
Purposes and philosophy of supervision; application of principles as related to organization, personnel, and materials.

636  **Cooperative Vocational Education (3)**  
Principles and methods of cooperative vocational education. PREQ: Permission of instructor.

641  **Quality Assurance (3)**  
Concepts for managing the quality function of industry to maximize consumer satisfaction at minimal product cost. PREQ: An undergraduate course in statistics and quality control.
650 Program Planning in Vocational/Technical Education (3)
Determining educational needs through surveys, labor statistics, and community input; developing comprehensive goals and strategies for implementing or modifying vocational/technical programs.

680 Independent Study (3, R6)

695 Seminar in Industrial and Engineering Technology (1-3, R3)

699 Thesis (3, R6)

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

Management (MGT)

605 Organizational Behavior and Analysis (3)
Structural and behavioral aspects of organizations; factors determining form and effectiveness; applications of behavioral research in organizational planning and development.

606 Quantitative Analysis for Business I (3)
Classical and Bayesian statistical analysis; decision theory; linear programming; transportation and assignment; network analysis, PERT, CPM, inventory analysis, queuing theory, and simulation.

607 Strategic Management (3)
Principles, issues, and practices involved in strategically managing both large and small contemporary organizations. PREQ: M.B.A. core courses must be completed prior to or during the term of enrollment.

608 Human Resource Administration (3)
Behavioral approach to acquisition, use and development of human resources in an organization; criteria for effective policies and practices.

609 The Collective Bargaining Process (3)
Labor management relations; role of government; contract negotiation and administration; grievance—arbitration and alternative dispute resolution.

611 Production and Operation Management (3)
Processes, problems, and strategies related to the creation of products and services. PREQ: 606 or permission of instructor.

613 Management of International Operations (3)
Cultural, social, political, economic, and other environmental variables affecting international and multinational management systems and decision making.

614 Managerial Career Development (3)
Practical considerations for developing managerial careers in large and small organizations from the viewpoint of the individual manager. PREQ: Admission to graduate study.

682 Research Project in Management (3, R6)
PREQ: Detailed research project proposal must be prepared by the student and approved by the professor sponsoring the research, the department head, and the director of graduate programs in business.

693 Topics in Management (3, R6)
PREQ: Permission of department head.
Manufacturing Engineering Technology (MET)

536 Engineering Economic Analysis (3)
The economics of decision making, including break-even, least cost, and alternatives related to the time value of money. PREQ: Permission of instructor.

641 Quality Assurance (3)
Concepts for managing the quality function of industry to maximize consumer satisfaction at minimal product cost. PREQ: An undergraduate course in statistics and quality control.

642 Automated Manufacturing Systems (3)
Manufacturing system analysis and decision making regarding the selection and implementation of automation equipment; an overview of traditional manufacturing systems and analyses; evaluation of the need and justification for automation systems; and Computer Integrated Manufacturing (CIM) systems. PREQ: A course or demonstrated competency in computer programming.

648 Manufacturing Research and Analysis (3)
Research and analysis of current manufacturing materials, methods, and control systems relevant to engineering applications. PREQ: Completion of 18 hours of graduate program requirements including 641, 642, IET 603; permission of instructor.

Marketing (MKT)

601 Marketing Management (3)
Techniques of planning, market analysis, and strategic design; emphasis on integration of product, price, promotion, and distribution.

602 Marketing Research (3)
The role of marketing research; methodology and technique; emphasis on generating information for solving marketing problems. PREQ: 601; MGT 606.

603 Consumer Behavior (3)
Buyer behavior and marketing strategies; emphasis on research studies from the behavioral sciences. PREQ: 601.

604 Marketing Communications (3)
Relationship of demand stimulation to business management; analysis of cases emphasizing the management of advertising and promotional efforts in the total marketing concept. PREQ: 601.

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

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

Mathematics (MATH)

507 Survey of Algebra (3)
Topics from theory of equations, linear algebra, and modern algebra.

508 Survey of Analysis (3)
Review of differential and integral calculus; selected topics from advanced calculus to include the Riemann integral and the fundamental theorem.

509 Mathematics for Secondary Teachers (3)
Techniques for improving problem-solving skills and for assisting remedial students in computation; selected topics from geometry; topics and problems for the gifted student.
512 Modern Geometry (3)
Geometries, to include finite geometries; transformational geometry and convexity in Euclidean space.

523 Advanced Calculus II (3)
Differentiation, including L'Hospital's rule and Taylor's theorem; integration theory, other classical topics. PREQ: 422.

541 Introduction to Numerical Analysis (3)
Finite differences, interpolation, numerical integration and solutions to ordinary differential equations, linear systems, eigenvalues, eigenvectors, and errors.

561 Abstract Algebra (3)
Group theory through the homomorphism theorems; rings and fields through their homomorphism theorems.

562 Linear Algebra (3)
Linear transformations; polynomials and determinant theories; canonical forms; inner product spaces.

570 Statistical Theory II (3)
Point and interval estimation, hypothesis testing, decision theory, likelihood ratio and sequential testing, correlation, and regression. PREQ: 370 or permission of department head.

589 Cooperative Education in Mathematics (3, R6)
An elective in addition to existing program requirements. PREQ: Minimum of 9 hours of mathematics at the 600 level with at least a B average, approval of department head, adviser, and cooperative education coordinator. S/U grading.

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

601 Modern Mathematics for Teachers I (3)
Natural numbers, whole numbers, integers, rational and irrational numbers; for middle grades teachers. PREQ: Permission of department head.

602 Modern Mathematics for Teachers II (3)
Topics from probability and statistics to include permutations, combinations, and distribution. PREQ: 601 or permission of department head.

603 Modern Mathematics for Teachers III (3)
Geometric concepts of proof, congruence, similarity, and geometric equalities and inequalities. PREQ: 602 or permission of department head.

610 Computers in Education (3)
Computer literacy, BASIC, and the use of microcomputers in public school education; term paper required. PREQ: Permission of department head.

620 Algebra (3)
Theory of groups, rings, and fields. PREQ: 561.

622 Analysis I (3)
Set theory, numerical sequences and series, continuity and differentiation, the Riemann-Stieltjes integral, sequences, and series of functions. PREQ: 523.

623 Analysis II (3)
A continuation of topics from Math 622. PREQ: 622.

624 Complex Analysis (3)
Holomorphic and elementary functions; power series, integration, and representation theorems; the calculus of residues. PREQ: 523.

630 Mathematical Modeling (3)
Models of physical phenomena; emphasis on derivation of the model and methods of solution. PREQ: 523, 562.
632 Methods of Applied Mathematics (3)
Special functions; calculus of variations; integral equations. PREQ: 523, 562.

634 Partial Differential Equations and Boundary Value Problems (3)
Classification, characteristics, eigen functions, Green's function, maximum principle.
PREQ: 523, 562.

640 Numerical Analysis (3)
Selected topics in numerical analysis. PREQ: 541.

646 Numerical Linear Algebra (3)
Direct and iterative solution of linear systems; norms and condition numbers; stability
and rounding error; algebraic eigenvalue problem; linear least squares and generalized
inverses; singular value decomposition and the QR algorithm; linear inequalities.
PREQ: 541 or equivalent.

661 Applied Algebra (3)
Applications of Boolean algebras, finite fields, and semigroups. PREQ: 561 or
equivalent.

670 Advanced Statistical Theory (3)
Stochastic processes and Markov chains; decision theory and utility, loss functions;
Bayesian analysis of information with prior and posterior estimation functions and
linear statistical models. PREQ: 570.

672 Advanced Statistical Methods (3)
Analysis of large data sets using multiple regression, discriminant analysis, factor
analysis, cluster analysis, multivariate analysis of variance, and log-linear models.

693 Topics in Mathematics (1-6, R6)
PREQ: Permission of instructor.

694 Topics in Mathematics Education (1-6, R6)
PREQ: Permission of instructor.

699 Thesis (3, R6)

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

Middle Grades Education (EDMG)

621 Curriculum for Middle Grades Education (3)
Explores principles and relationships and assesses current issues and trends in middle
grades education. (formerly EDEL 618)

622 Teaching-Learning Strategies for the Middle Grades (3)
Presents theories, methods, grouping for middle grades; includes individualizing, units,
instructional technique, and methods. (formerly EDEL 622)

623 Teaching Writing in the Middle Grades (3)
Assist teachers in developing writing workshops for middle grades students. Emphasis
will be on learning about the recursive steps of the writing process.

680 Research in the Middle Grades: Proposal (1-3)
Development of a research proposal for investigation of practices related to middle level
education. PREQ: 621 and 622.

681 Research for the Middle Grades: Project (1-3)
Implementation of a study for the investigation of practices related to middle level
education. PREQ: 621, 622, and 680.
Current issues in middle grades education to include the development of a professional portfolio.

**Music (MUS)**

503 Marching Band Techniques (2)

520 Studies in Music Literature (3, R9)
   Historical and theoretical study of various forms of music literature. Only 3 hours may be counted as part of the graduate core curriculum. (formerly 625)

525 Twentieth-Century Music (3)
   Historical and theoretical issues in twentieth-century music.

592 Orff-Schulwerk Level I (3)
   A study of basic Orff-Schulwerk techniques.

593 Topics in Music (1-3, R12)
   Issues in music performance, education, or the music business. Only 6 credit hours may be counted toward any graduate degree course requirements.

597 Seminar in Piano Pedagogy (1, R4)
   2 Lab.

598 Seminar in Accompanying (1, R4)
   2 Lab.

601 Writing About Music (1)
   Writing workshop focusing on styles and techniques appropriate to the discussion of music in various contexts. 2 Lab.

611 Applied Music (1, R4)
   One half-hour lesson per week in minor performance area.

612 Applied Music (2, R8)
   Two half-hour lessons per week in major performance area.

613 Applied Music (3, R9)
   Three half-hour lessons per week in major performance area.

614 Applied Conducting (1, R4)
   One half-hour lesson per week in choral or instrumental conducting.

615 Applied Composition (2, R8)
   Two half-hour lessons per week in composition.

621 History of Musical Theory (3)
   The historical development of music theory as a language for scholarly discussion of music.

622 Influences of Folk Traditions on Western Art Music (3)
   Historical and theoretical perspectives on the incorporation of "foreign" or "folk" influences into the Western art music tradition.

640 Seminar in Music Pedagogy (3, R6)
   Techniques and materials of teaching for voice and instruments. Only 3 semester hours may be applied toward major area requirements for the MA in music.

650 Advanced Flute Repair (2, R8)
   PREQ: MUS 593, Special Topics: instrument repair; permission of the instructor. 4 Lab.
675 Ensemble (1, R6)
Participation in any departmental ensemble to expand knowledge of literature, conducting, and performance. Meetings as arranged.

679 Lecture/Recital (3, R6)
Requirements determined by the student's advisory committee. Students may not simultaneously enroll in MUS 612, 613, 614, or 615. Only 3 semester hours may be counted toward degree requirements.

680 Independent Study (1, R6)

693 Orff-Schulwerk Level II (3)
A study of intermediate level Orff-Schulwerk techniques. PREQ: 592.

694 Orff-Schulwerk Level III (3)
A study of advanced level Orff-Schulwerk techniques. PREQ: 693.

695 Music Education Seminar (3)
Music curriculum within the general education framework; current philosophies and trends.

699 Thesis (3)
Requirements determined by the student's advisory committee. Only 3 semester hours may be counted toward degree requirements.

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

Nutrition and Dietetics (ND)

531 Food Preservation (3)
Principles and procedures for food preservation with special reference to home methods; basic principles of home food sanitation and spoilage; food storage techniques. PREQ: 231 or permission of instructor. 2 Lecture, 2 Lab.

533 Research Methods in Nutrition (3)
Standard procedures for nutrient analysis, including proximate analysis of foods; introductory experimental design and methodology. PREQ: 231 and EDCI 606. COREQ: 436 or 536. 2 Lecture, 4 Lab.

534 Experimental Methods of Foods (3)
Advanced food science principles and techniques of sensory and objective evaluation of foods. PREQ: 231, CHEM 133. 2 Lecture, 4 Lab.

536 Advanced Human Nutrition (4)
Normal nutrition in relation to biochemical and psychological functioning; interrelationships of nutrients and their effect on body needs. PREQ: 334, BIOL 292, CHEM 133.

537 Diet Therapy (4)
Mechanisms by which food contributes to maintenance of health, prevention of disease, and correction of nutritional disorders. PREQ: 436 or 536.

538 Clinical Experiences in Dietetics (1)
Supervised experiences in nutritional assessment and in dietary management of individuals. PREQ: 536 and permission of instructor. COREQ: 537.

539 Introduction to Professional Practice (3)
Introduction to professional ethics, conduct in patient care, utilization of laboratory
values, nutritional assessment, and dietary management. PREQ: 437 or 537. 2 Lecture, 45 hours onsite experience.

630 Nutrition Throughout the Life Cycle (3)
Relationship of good nutrition to well-being and needs at all ages; methods of appraising nutritional status.

635 Nutrition Education (3)
Contemporary educational strategies of communicating nutrition concepts for public health nutritionists, dietary consultants, secondary teachers, extension specialists, journalists, medical personnel, and other professionals.

636 Protein, Carbohydrates, and Lipids (3)
Ingestion, digestion, absorption, and metabolism of protein, carbohydrates, and lipids. PREQ: 436 or 536 or permission of instructor.

637 Advanced Diet Therapy (3)
Physiological and metabolic basis for dietary modification in the treatment of disease. PREQ: 437 or 537 or permission of instructor.

638 Community Nutrition (3)
Public health nutrition; assessment of the nutritional status of residents.

639 Vitamins and Minerals (3)
Digestion, absorption, and metabolism of vitamins and minerals. PREQ: 330 or permission of instructor.

681 Practicum in Clinical Dietetics (3, R6)
Supervised onsite experience in clinical dietetics. PREQ: 539, completion of ADA Didactic Program in Dietetics.

682 Practicum in Administrative Dietetics (3, R6)
Supervised onsite experience in administrative dietetics. PREQ: 539, completion of ADA Didactic Program in Dietetics.

683 Practicum in Community Dietetics (3)
Supervised experiences in community dietetics. PREQ: 539, completion of ADA Didactic Program in Dietetics.

693 Topics in Nutrition and Food Science (1-3, R9)
PREQ: 231 and 330 or permission of instructor.

Office Administration (OA)

601 Trends and Issues in Business Education (3)

602 (FCS/IET 602) Vocational Education History and Philosophy (3)

603 Research in Business Education (3)
Analysis of research in business education with emphasis on implications for changes in teaching methodology and curricula. PREQ: EDCI 602.

605 Managerial Communication (3)
Processes, analyses, and skills necessary to communicate in management.

683 Internship in Vocational Business Education (3)
S/U grading. PREQ: Permission of department head.

684 Internship in a Business Firm (1-3)

693 Topics in Business and Office Education (1-3, R9)
PREQ: Permission of instructor.

695 Seminar in Business and Office Education (3)
PREQ: Permission of department head.
Parks and Recreation Management (PRM)

580 Independent Study (1-3, R6)

583 Internship in Parks and Recreation Management (1-3, R6)

593 Topics in Parks and Recreation Management (1-3, R6)
PREQ: Permission of program coordinator.

Philosophy (PHIL)

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

Physical Education (PE)

615 Legal Issues in Human Performance (3)
Development of a risk management approach to prevent lawsuits in sport settings; comprehensive study of written and case laws and their effect on physical education and sport; introduction to contract law.

621 Research in Health and Human Performance (3)
Research competencies relating to health, physical education, recreation, and dance. PREQ: EDCI 602.

625 Motor Learning (3)
Theories and research concerning perceptual modalities in motor skill acquisition; physiological-psychological interaction in perceptual motor learning; relation of feedback, practice, and transfer to motor performance.

630 Physical Education Curriculum (3)
History, philosophies, aims, and objectives of physical education curriculum.

635 Life Span Motor Development (3)
Theories, principles, and review of research on the biological, psychological, cognitive, and social changes across the life span that influence motor development.

640 Administration of Physical Education (3)
Organization and administration of the physical education programs in the school.

650 Applied Physiology (3)
Physiological adaptations resulting from different levels of performance.

655 Methods and Analysis in Physical Education and Sport Instruction (3)
Advanced methods in physical education and sport instruction and the use of observation instruments designed to enhance pedagogical skills.

665 Exercise Testing and Prescription (3)
Testing and training in fitness-based programs.

675 Issues in Intramurals and Athletics (3)
Examination of issues in intramurals and athletics.

676 Research Techniques in Exercise Physiology (3)
Techniques used for acute and chronic physical activity in humans and animal models. Procedures, ethical considerations, and institutional requirements will be covered. PREQ: Introductory courses in physiology and biochemistry. 2 Lecture, 2 Lab.

694 Special Problems (1-3)
Topics in physical education, athletics, recreation, dance, and related areas.

696 Seminar/Practicum in Physical Education (3)
Capstone course of issues in education, physical education, and athletics. An appropriate practical experience for the graduate student. 2 Lecture, 2 Lab.
Thesis (3, R6)
PREQ: EDCTI 606 and PE 621 or permission of instructor.

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

Physical Therapy (PT)

601 Professional Issues I (2)
Issues which define and influence the physical therapy profession; personal effectiveness skills. PREQ: Admission to the physical therapy program.

602 Professional Issues II (2)
Issues which define and influence the physical therapy profession; personal effectiveness skills. PREQ: Admission to the physical therapy program.

603 Professional Issues III (1)
Issues which define and influence the physical therapy profession; personal effectiveness skills. PREQ: Admission to the physical therapy program.

604 Professional Issues IV (2)
Issues which define and influence the physical therapy profession; personal effectiveness skills. PREQ: Admission to the physical therapy program.

605 Professional Issues V (2)
Issues which define and influence the physical therapy profession; personal effectiveness skills. PREQ: Admission to the physical therapy program.

611 Physical Therapy Science I (3)
Patient care skills: documentation, measurement of joint motion, body mechanics, positioning, transfers, assisted gait, wheelchairs, exercise, infection control. PREQ: Admission to the Physical Therapy program. 1 Lecture, 2 Lab.

612 Physical Therapy Science II (2)
Patient care skills: measurement of joint motion, manual muscle testing, thermoscience, hydrotherapy, biofeedback, and therapeutic exercise. PREQ: Admission to the physical therapy program. 1 Lecture, 3 Lab.

613 Physical Therapy Science III (4)
Patient care skills: electrotherapy, mechanical traction, massage, soft tissue and joint mobilization, functional capacity evaluations, orthotics, prosthetics, and dynamometers. PREQ: Admission to the physical therapy program. 2 Lecture, 4 Lab.

614 Physical Therapy Science IV (3)
Patient care skills: electrodiagnostic testing, developmental and functional assessments across the life span, aquatic therapy. PREQ: Admission to the physical therapy program. 2 Lecture, 2 Lab.

621 Human Anatomy I (3)
Advanced study, upper quarter. Musculoskeletal, cardiopulmonary, integumentary, nervous, circulatory systems. Anatomical bases for human motion; normal structural changes throughout the life span. PREQ: Admission to the physical therapy program. 1 Lecture, 4 Lab.

622 Human Anatomy II (3)
Advanced study, lower quarter. Musculoskeletal, integumentary, nervous, circulatory, reproductive, and gastrointestinal systems. Anatomical bases for human motion, normal structural changes throughout the life span. PREQ: Admission to the physical therapy program. 1 Lecture, 4 Lab.
623 Functional Human Anatomy I (4)
Biomechanical analysis of upper limb structure, function. Clinical applications. PREQ: Admission to the physical therapy program. 2 Lecture, 4 Lab.

624 Functional Human Anatomy II (4)
Analysis of lower extremity movement; emphasis on soft tissue relationships, biomechanics. Clinical applications. PREQ: Admission to the physical therapy program. 2 Lecture, 4 Lab.

631 Human Physiology I (3)
Advanced study of normal physiology of major human body systems; changes across the life span. Effects on human motion. PREQ: Admission to the physical therapy program. 2 Lecture, 2 Lab.

632 Human Physiology II (3)
Advanced study of normal physiology of gastrointestinal, metabolic, urinary, reproductive, immune, and lymphatic systems. Changes throughout the life span; emphasis on human motion. PREQ: Admission to the physical therapy program. 2 Lecture, 2 Lab.

641 Scientific Inquiry I (1)
Introduction to disciplined inquiry in physical therapy, emphasis on qualitative research methodology, history and philosophy of science. PREQ: Admission to the physical therapy program.

642 Scientific Inquiry II (1)
Introduction to quantitative research in physical therapy, emphasis on social and clinical relevance. PREQ: Admission to the physical therapy program.

643 Scientific Inquiry III (2)
Epidemiological studies in physical therapy; directed study: conduct research project structured in Scientific Inquiry II. PREQ: Admission to the physical therapy program.

644 Scientific Inquiry IV (2)
Directed study: complete research and first draft of major paper. PREQ: Admission to the physical therapy program.

651 Clinical Logic I (3)
Integration of knowledge from the physical therapy sciences to perform physical therapy assessment and intervention for clients with neurological dysfunction. PREQ: Admission to the physical therapy program. 1 Lecture, 4 Lab.

652 Clinical Logic II (3)
Integration of knowledge from the physical therapy sciences to perform physical therapy assessment and intervention for clients with musculoskeletal dysfunction. PREQ: Admission to the physical therapy program. 1 Lecture, 4 Lab.

653 Clinical Logic III (3)
Integration of physical therapy sciences to perform physical therapy assessment and intervention for clients with multiple systems dysfunction. PREQ: Admission to the physical therapy program. 1 Lecture, 4 Lab.

660 Neuroscience (4)
Anatomy and physiology of the human nervous system, including clinical neurological assessment and examination. PREQ: Admission to the physical therapy program or permission of department head. 2 Lecture, 4 Lab.

683 Experiential Professional Activities I and II (2, 2)
Assignment to a clinical setting with a designated supervisor to gain practical experience with health-care delivery systems and physical therapy practice. PREQ: Admission to the physical therapy program.

693 Topics in Physical Therapy (1)
Completion, presentation, and defense of major paper. Curriculum evaluation, graduate outcomes assessment. PREQ: Admission to the physical therapy program. S/U grading. 1 Seminar.
Experiential Professional Activities III and IV (5, 5)
Assignment to a clinical setting with a designated supervisor to gain practical experience with health-care delivery systems and physical therapy practice. PREQ: Admission to the physical therapy program.

Physics (PHYS)

Topics in Physics Education I, II (3, 3)
Topics for the secondary teacher, including mechanics, electricity and magnetism, and modern physics; curricular projects. PREQ: High school physics teaching experience or permission of department head.

Political Science (PSC)

American Political Parties (3)
American political parties and their role in the government and politics of contemporary society; current national issues.

Political and Organizational Leadership (3)
Concepts and processes of leadership as related to political and public organizations. PREQ: 6 hours of political science or permission of instructor.

Dynamics of World Order (3)
Alternative approaches to meeting social and political needs in a changing global environment; conditions and practices of interdependence.

Readings in Political Science (3)
PREQ: Department approval.

Contemporary Political Systems (3, R6)
Problems in the structure and functions of selected political systems reflected against their political cultures.

Seminar: American Political System (3)
Current issues in American government and politics.

Topics in Political Science (1-6, R9)
PREQ: Permission of department head.

Project Management (PM)

Tools for Financial Management (2)
Introduction to selected tools and topics from the fields of accounting and finance which support the activities of the project manager. PREQ: Admission to the Master of Project Management program.

Introductory Statistics and Microeconomics (2)
A review of appropriate statistical concepts and microeconomic principles for the project manager. PREQ: Admission to the Master of Project Management program.

Legal and Ethical Issues (2)
Introduction to selected topics from law and ethics that support the activities of project managers. PREQ: Admission to the Master of Project Management program.

Project Management Systems (6)
An overview of the project management framework and knowledge areas; the strategic context of projects; introduction to project management tools. PREQ: Completion of prerequisites and admission to the Master of Project Management program.
652 Project Plan Development (6)
Human resource, legal, financial, and logistical principles for project planning; preparation of initial project plan documentation. PREQ: 650 and admission to the Master of Project Management program.

654 Project Plan Analysis and Approval (6)
Integration of human resource, legal, financial, and logistical aspects of projects; preparation and presentation of final project plans. PREQ: 652 and admission to the Master of Project Management program.

656 Project Implementation: Policies and Procedures (6)
Creation of the project team; coordination, organizational, and environmental factors with human and physical resources; introduction to project control systems. PREQ: 654 and admission to the Master of Project Management program.

658 Project Implementation: Monitoring and Production (6)
Project production oversight; quality control mechanisms and procedures; project team management and development; project tracking; and resolution of production obstacles. PREQ: 656 and admission to the Master of Project Management program.

660 Project Completion and Professional Evolution (6)
Project wrap up and product turnover; synthesis of all facets of project management from implementation and strategic perspectives. Overview of project manager career planning and development. PREQ: 658 and admission to the Master of Project Management program.

Psychology (PSY)

510 Individual Psychology (3)
Theory and practice related to self-understanding, problem solving, and interpersonal relationships. PREQ: 250 and 6 hours of psychology or permission of instructor.

526 Death and Dying (3)
Psychological foundations and correlates of death anxiety and grief; crosscultural perspectives; death education and stages in children's awareness; methods of coping with grief and fears. PREQ: 250 or permission of instructor.

530 Personality (3)
Assumptions, constructs, and theories of personality; related empirical findings. PREQ: 250 or permission of instructor.

540 Biological Psychology (3)
Physiological, genetic, and evolutionary bases of behavior. PREQ: 250 or permission of instructor.

541 Health Psychology (3)
Psychological foundations of health and illness; exploration of the impact of thoughts, emotions, and behavior on the development, treatment, and prevention of illness and the maintenance of health. PREQ: 250 or permission of instructor.

544 Language, Memory, and Cognition (3)
Theories and principles of human information processing; language production and comprehension, basic processes in memory and cognition. PREQ: 250 or permission of instructor.

548 Human Neuropsychology (3)
Survey of the basic theories of neuropsychology, emphasizing both cognitive and clinical research. The course will focus on the influence of the human brain on normal and abnormal behavior. PREQ: 250 or permission of instructor.

555 Systems and Theories in Psychology (3)
Psychology as a scientific endeavor, from early approaches to contemporary schools and trends. PREQ: 250 or permission of instructor.
Abnormal Psychology (3)  
Theories of psychopathology; etiology, dynamics, symptomatology, diagnosis, and treatment. PREQ: 250 or permission of instructor.

The Emotionally Disturbed Child and Adolescent (3)  
Etiology, characteristics, assessment, and treatment of deviation; learning difficulties, behavioral and psychotic disorders; problems of the handicapped. PREQ: 250 or permission of instructor.

Advanced Social Psychology (3)  
Theories and research concerning aggression, prosocial behavior, group behavior, conformity, attitudes, person perception, and attraction. PREQ: 250 or permission of instructor.

Advanced Educational Psychology (3)  
Application of theories and principles of development, learning, and measurement to classroom practice. PREQ: 250 or permission of instructor.

Child Development (3)  
Development and behavior of children, prenatal to adolescence; influences of heredity, maturation, and learning on development. PREQ: 250 or permission of instructor.

Adolescent Development (3)  
Physical, mental, and emotional development in adolescents; interests, attitudes, ideals, and social adaptations. PREQ: 250 or permission of instructor.

Adulthood and Aging (3)  
Theories, principles, and review of research on the normal development of adults; emphasis on the biological, psychological, cognitive, and social changes from early adulthood through old age. PREQ: 250 or permission of instructor.

Advanced General Psychology (3)  
An overview of the discipline of psychology for the advanced student.

Advanced Research Methods (3)  
Inferential statistics emphasizing experimental design; univariate and multivariate techniques, non-parametric procedures, and computer usage. PREQ: 251 or equivalent.

Advanced Research: Proposal Writing (2)  
Experimental designs, literature review, scientific writing styles, planning, writing; research proposal, statistical analysis of data, and computer applications. PREQ: 651. 1 Lecture, 1 Lab.

Psychological Assessment I (4)  
Nature and theory of assessment; administering, scoring, and interpreting Stanford-Binet and Wechsler scales. PREQ: 360 or equivalent; permission of instructor.

Personality Assessment (3)  
Major techniques of objective personality assessment; emphasis on administration, scoring, and interpretation. PREQ: Permission of instructor.

Assessment and Intervention with Infants (3)  
Administration, scoring, and interpretation of infant assessment scales; planning and implementation of intervention programs. PREQ: 624 or equivalent.

Psychological Assessment II (3)  
Training in the administration, scoring, and interpretation of ancillary psychological assessment instruments not covered in PSY 661. These instruments include cognitive, educational, and adaptive measures. PREQ: 661 and/or admission into school or clinical psychology program.

Advanced Psychopathology (3)  
Clinical and experimental approaches; classification, etiology, and modification of deviant behavior. PREQ: 250 or permission of instructor.

Psychotherapy I: Theories (3)  
The major theoretical perspectives in psychotherapy and their application. PREQ: Admission to the graduate program in clinical psychology.
673 Professional Issues (3)  
Models of practice in school psychology; social, ethical, and legal issues; interdisciplinary focus of training and professional roles; problems of the professional practice of psychology in school and community settings. PREQ: Permission of instructor.

675 Behavioral Interventions (3)  
Behavior modification techniques and their application in school and clinical settings. PREQ: Admission to graduate program.

676 Psychotherapy II: Techniques (3)  
Issues and techniques of psychotherapy and their application. PREQ: Admission to clinical psychology graduate program.

677 Group Psychotherapy (3)  
Theory and practice of group psychotherapy; supervised problems. PREQ: Admission to psychology graduate program.

678 Family Systems (3)  
Theory and research in dynamics of family systems; ecological models. PREQ: Permission of instructor.

679 Survey of Clinical Psychology (3)  
Survey of the major topics and issues in clinical psychology. PREQ: Admission to the graduate program in clinical psychology.

680 Directed Study in Psychology (3, R6)

683 Internship in Psychology (6, 6)  
Six-month, full-time or nine-month, part-time internship in a clinical or school setting. PREQ: 686. S/U grading.

686 Practicum (4)  
Application of psychological theory in the educational setting; observation of practices of school psychologists; participation in school psychological services under field and university supervision. PREQ: 673.

693 Topics in Psychology (3, R9)  
PREQ: 250 or permission of instructor.

697 Seminar: Behavioral/Emotional Evaluation of Children and Adolescents (3)  
Major techniques of objective and projective personality assessment with children and adolescents; focus on theory, administration, scoring, interpretation, and report writing. PREQ: Admission to the clinical psychology graduate program.

698 Rorschach Seminar (3)  
Administration, scoring, and interpretation of the Rorschach Inkblot Test. PREQ: Admission to the clinical psychology graduate program.

699 Thesis (3, R6)  
S/U grading. PREQ: 651 and 652.

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

Public Affairs (PA)

571 Government-Business Relations (3)  
Interrelationships between government and business in the free enterprise system; regulatory role of government; constitutional framework of antitrust laws, public utilities, taxation, and labor legislation.
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>572</td>
<td><strong>Public Policy Formulation (3)</strong></td>
<td>The policy-making process in its political context; models of policy development applied to selected issues.</td>
</tr>
<tr>
<td>670</td>
<td><strong>Public Affairs Administration (3)</strong></td>
<td>The place of public affairs administration and the role of the administrator in the American system of government.</td>
</tr>
<tr>
<td>671</td>
<td><strong>Budgetary Processes (3)</strong></td>
<td>Budgetary practices and processes at the federal, state, and local levels; roles of professionals and elected officials; budgetary problems, planning, and reform.</td>
</tr>
<tr>
<td>672</td>
<td><strong>Governmental Organizations (3)</strong></td>
<td>Analysis of governmental structures and procedures; recent developments in reorganization.</td>
</tr>
<tr>
<td>673</td>
<td><strong>Public Policy Analysis (3)</strong></td>
<td>Bureaucratic decision making and theories of analyzing and explaining public policy.</td>
</tr>
<tr>
<td>674</td>
<td><strong>Statistics and Decision Making (3)</strong></td>
<td>Statistical decision theories and operational research models; computer programming, frequency distributions, hypothesis testing, correlations, regression, and multivariate tests; uses in the assessment of public policy.</td>
</tr>
<tr>
<td>675</td>
<td><strong>Metropolitan Government (3)</strong></td>
<td>The nature of urbanization and its consequences for politics and administration in the United States.</td>
</tr>
<tr>
<td>676</td>
<td><strong>Government and Press Relations (3)</strong></td>
<td>Why and how politicians and public administrators use the press to generate public support for policy decisions and to influence public perceptions: media strategies will be studied.</td>
</tr>
<tr>
<td>685</td>
<td><strong>Internship in Public Affairs (3)</strong></td>
<td>May be repeated once by pre-service students only.</td>
</tr>
</tbody>
</table>

**Reading (EDRD)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>520</td>
<td><strong>Phonics and Word Analysis (3)</strong></td>
<td>Use of basic word analysis skills in reading instruction.</td>
</tr>
<tr>
<td>533</td>
<td><strong>Reading and Communication Skills (3)</strong></td>
<td>Methods and materials for teaching children to read; integration of communication skills in the total instructional program.</td>
</tr>
<tr>
<td>543</td>
<td><strong>Middle Grades Reading (3)</strong></td>
<td>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.</td>
</tr>
<tr>
<td>553</td>
<td><strong>High School and Adult Reading (4)</strong></td>
<td>Methods and materials for teaching reading in high school and adult education programs. 3 Lecture, 2 Lab.</td>
</tr>
<tr>
<td>573</td>
<td><strong>Practicum in Teaching Reading (3)</strong></td>
<td>Assessment and remediation of reading problems and strategies for teaching reading. PREQ: 533, or 543, or 553. 2 Lecture, 2 Lab.</td>
</tr>
<tr>
<td>641</td>
<td><strong>Seminar I: Investigation and Research in Teaching Reading (3)</strong></td>
<td>Development and presentation of a research proposal in literacy education. PREQ: EDEL 601, EDCI 602, and EDRD 661.</td>
</tr>
<tr>
<td>651</td>
<td><strong>Clinical Procedures in Remedial Reading (3)</strong></td>
<td>Evaluation and diagnosis of severe reading problems; supervised practicum. PREQ: 573.</td>
</tr>
</tbody>
</table>
661 Issues and Trends of Literacy Education (3)  
Current trends in approaches and theories for teaching and learning to read. PREQ: 9 hours in reading.

672 Organization and Supervision of Reading Programs (3)  
Designing and implementing comprehensive programs in reading. PREQ: 12 hours in reading.

676 Reading Workshop (3)  
Topics for in-service teachers of school systems.

700 History and Psychology of Reading (3)  
Psychological foundations of reading; history of reading instruction. PREQ: G license in reading or permission of instructor.

710 Field Experience in Reading (3)  
Design, implementation, and evaluation of a field-based teaching/learning project. PREQ: G license in reading and permission of instructor. 3 Lab, 6 or more field.

720 Developing and Evaluating Reading Materials (3)  
Construction and evaluation of teaching and testing materials. PREQ: G license in reading or permission of instructor. 2 Lecture, 2 Lab.

740 Reading Research Projects (3)  
Initiating, conducting, and analyzing a research project. PREQ: G license in reading and permission of instructor. 2 Lecture, 2 Lab.

750 Reading: Communication and Language Structure (3)  
Recent research, including psycholinguistic approaches to reading instruction. PREQ: G license in reading or permission of instructor.

780 Independent Study in Reading Education (3)  
PREQ: G license in reading and permission of instructor. 2 Lab, 6 or more directed study.

795 Advanced Seminar in Reading (3)  
Current literature, research, and educational practices. PREQ: G license in reading or permission of instructor.

Science Education (SCI)

551 Environmental Science for Teachers (3)  
Materials and techniques for interdisciplinary projects.

593 Topics in Science Education (1-3, R6 each course)

594

611 Physical and Earth Science for Teachers (3)  
Philosophy and techniques of inquiry teaching; applications using physical and earth science curricular materials.

621 Biology and Environmental Science for Teachers (3)  
Philosophy and techniques of inquiry teaching applied to biological and environmental curricular materials.

695 Seminar in Science Education (3, 3)  
696 Trends, issues, and research problems in science education. PREQ: 611 or 621 or permission of instructor.

Social Work (SOCW)

593 Topics in Social Work (1-3, R6)
**Sociology (SOC)**

514 (ANTH 514) **Minority Groups (3)**
Relations between dominant and subordinate races and ethnic groups; historical and comparative aspects; African-Americans, Chicanos, and Indians.

523 **Sociology of Sport (3)**
Social issues in sports examined from historical, cross-cultural, and sociological perspectives with attention to impact of race, gender, and social class on participation.

532 **Community Organization and Development (3)**
Community organization viewed as a process of bringing about desirable changes in community life; community structure, needs assessment, and planning for change.

534 **Regional and Societal Development (3)**
Social dimensions of economic growth and development with particular emphasis on Third-World countries; alternative definitions of development; problems related to the implementation of change in national, regional, and institutional structures.

554 **Sociology of Conflict and Conflict Resolution (3)**
Analysis of sociological theories of social conflict, including Marx, Weber, Simmel, Coser, Dahrendorf, and Collins; case studies of conflict and conflict resolution stressing the applications of theory and research.

580 **Independent Study in Sociology (1-2, R6)**
PREQ: Written application; approval of instructor and adviser.

594 **Topics in Sociology (3, R6)**
PREQ: Permission of instructor.

801 **Rural Society (3)**
Historical and contemporary survey of key social institutions within rural areas in the United States with attention to the processes of demographic and structural change. PREQ: Permission of instructor.

**Special Education (SPED)**

501 **Introduction to Learning Disabilities (3)**
Historical concepts and theories of learning disabilities; educational characteristics of learning disabled children; overview of remedial programs. PREQ: 240 or permission of instructor.

502 **Current Issues in Special Education (3)**
Investigation and interpretation of educational issues in special education.

504 **Educational Programs for Students with Behavioral Disorders (3)**
Study of identification procedures, affective and behavioral techniques, and instructional programs for teaching students with behavioral disorders.

505 **Teaching Students with Learning Disabilities (3)**
Advanced approaches and methods for teaching students with disabilities.

529 **Educational Programs for Students with Mental Retardation (3)**
Study of educational programs and services for students with mental handicaps.

531 **The Physically Handicapped Child (3)**
Social, psychological, and medical problems related to children with physical disabilities.

593 **Topics in Special Education (1-3, R6)**
PREQ: Permission of instructor.

600 **Creative Thinking and Problem Solving (3)**
Exploration of creative thinking; emphasis on current research and present methodologies of problem solving.
603 Administration of Special Education Programs (3)
Administrative practices and problems of organization, staffing, curricular development, and supervision of special education.

630 Teaching Students with Mild to Moderate Mental Retardation (3)
Objectives, methods, and materials for students with mild to moderate mental retardation. PREQ: 529 or permission of instructor.

631 Appraisal of Exceptional Children (3)
Educational assessment of exceptional individuals emphasizing curriculum-based measurement.

681 Seminar in Learning Disabilities (3)
Exploration of emerging theories influencing the learning disability field; current research and practices.

682 Research in Special Education (3)
Theoretical and experimental research into techniques of teaching, investigation of problems, and educational systems. PREQ: EDCI 602 or equivalent.

684 Teaching Students with Behavioral Disorders (3)
In-depth analysis of one program model, development of instructional strategies from this approach, and examination of interdisciplinary approaches to treatment. PREQ: 504, PSY 574, or permission of adviser.

687 Practicum in Special Education (1-3, R3 each course)
688 Supervised experience in a school or clinical setting. PREQ: Written application; approval of instructor and adviser.

University Studies-Interdisciplinary (USI)

693 Topics in Graduate Education (1-3, R6)
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 multicampus state university.

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

In 1877, the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically African-American institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

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

In 1971, the General Assembly passed legislation bringing into the University of North Carolina, the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the 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 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 nonvoting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a nonvoting 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

Class of 1999

F. Edward Broadwell Jr.
Robert J. Brown
William T. Brown
C. Clifford Cameron
Orville D. Coward Sr.
OFFICERS OF THE UNIVERSITY OF NORTH CAROLINA

Molly Corbett Broad, B.A., M.A. ................................................................. President
Roy Carroll, B.A., M.A., Ph.D. ...................................................... Vice President, Academic Affairs
Judith Pulley, B.A., M.A., Ph.D. ..................................................... Vice President, Planning
William O. McCoy, B.S., M.S. ....................................................... Vice President, Finance
Gary T. Barnes, B.A., M.S., Ph.D. ........................................... Vice President, Program Assessment and Public Service
Charles R. Coble, A.A., A.B., M.A.T., Ed.D. ......................... Vice President, University School Programs
Clifton B. Metcalf, B.A. .............................................................. Interim Vice President, Public Affairs
Rosalind R. Fuse-Hall, B.S., J.D. ............................................... Secretary of the University
Richard H. Robinson Jr., A.B., LL.B. ........................................ Assistant to the President
Western Carolina University is one of the sixteen constituent members of The University of North Carolina. There are undergraduate colleges of Applied Sciences, Arts and Sciences, Business, Education and Allied Professions, as well as the Graduate School.

A graduate division was established in the 1950-51 academic year, and graduate study leading to the Master of Arts in Education degree was begun in the summer of 1951. For the first few years, the program consisted largely of summer school courses with an increasing number of course offerings in the evening and Saturday class schedule. Initially, there were majors in elementary education, school administration, and secondary education, with minors in English, biology, geography, and social sciences.

WCU began a sixth-year program leading to licensure of school principals and superintendents in 1965. WCU began offering an Ed.D. in Educational Leadership in 1996.

The graduate division was replaced in 1967 by the present Graduate School.

**Board of Trustees**

Jim L. Moore, Chairman ................................................................. Sylva
Adelaide D. Key, Vice Chairman .................................................. Asheville
Phillip D. Walker, Secretary .......................................................... Hickory

**Terms Expiring in 1999**

W. Louis Bissette Jr. ................................................................. Asheville
Mollie G. Blankenship ................................................................. Cherokee
Joseph D. Crocker ................................................................. Charlotte
Richard S. Jones Jr. ................................................................. Franklin
Jim L. Moore ................................................................. Sylva
Stephen W. Woody ................................................................. Asheville

**Class of 2001**

Thomas M. Apodaca ................................................................. Hendersonville
Kaye S. Davis ................................................................. Robbinsville
R. Phillip Haire ................................................................. Sylva
Adelaide Daniels Key ................................................................. Asheville
Phillip D. Walker ................................................................. Hickory
Sam L. Wiggins ................................................................. Waynesville

**Ex Officio**

Joseph R. Monroe II ................................................................. Raeford
Academic and Administrative Officers*

John W. Bardo ........................................... Chancellor
Judy H. Dowell ........................................... Assistant to the Chancellor
Richard J. Collings ................................. Vice Chancellor for Academic Affairs
Fred D. Hinson ........................................... Interim Associate Vice Chancellor for Academic Affairs
Frank T. Prochaska ..................................... Interim Associate Vice Chancellor for Academic Affairs
Claire Eldridge ......................................... Vice Chancellor for Avancement and External Affairs
Robert Caruso .......................................... Vice Chancellor for Student Development
C. Joseph Carter ........................................ Vice Chancellor for Business Affairs
Steven P. Yurkovich ................................. Acting Dean, Research and Graduate Studies
J. Casey Hurley ......................................... Acting Associate Dean, Research and Graduate Studies
Kathleen M. Owen ...................................... Assistant to the Graduate Dean
vacant ......................................................... Assistant to the Chancellor for WCU Programs in Asheville
Patricia L. Miller ........................................ Coordinator, Evening Programs in Asheville
J. C. Alexander Jr. ........................................... Acting Dean, College of Arts and Sciences
Mary F. Norton .......................................... Acting Associate Dean, College of Arts and Sciences
Ron Shiffler ............................................. Dean, College of Business
Lynn Heinrichs .......................................... Associate Dean, College of Business
Gurney E. Chambers ................................. Dean, College of Education and Allied Professions
Marilyn E. Feldmann ................................. Associate Dean, College of Education and Allied Professions
A. Michael Dougherty ................................. Associate Dean, College of Education and Allied Professions
J. Dale Pounds ........................................... Dean, College of Applied Sciences
Ann Johnson ............................................ Associate Dean, College of Applied Sciences
Oakley Winters ........................................ Dean, Continuing Education and Summer School
Malcolm Loughlin ..................................... Associate Dean, Continuing Education and Summer School
C. Doyle Bickers ....................................... Director of Admissions
Ken Foshee ................................................ Registrar
Brian K. Bridges .......................................... Director, Minority Student Affairs
Richard R. Cameron ................................. Director, Veterans Affairs; International Student Adviser
Thomas W. Grant ....................................... Director, Financial Aid
William J. Kirwan ....................................... University Librarian
Jim Rowell ................................................ Director, Public Information
Donald O'Neal ........................................... Director, University Health Services
William K. Haggard ................................... Dean, Student Development
Arthur Eugene McAbee ................................ Director, Public Safety
Robert Gurevich ....................................... Director, International Programs and Services

* Only officers thought to be of special interest to graduate students are listed. See General Catalog for complete listing.
The Graduate School
Steven P. Yurkovich, acting dean J. Casey Hurley, acting associate dean

Graduate Council
Steven P. Yurkovich, chairman

Lisa Bloom Robert Kehrberg Jim Pearce
James W. Busbin William J. Kirwan Christine Stevens
Betsy Dotson* Joseph B. Klerlein Joe Walters
Walter E. Foegelle Robin Kowalski Gary A. Williams
Mary Jean R. Herzog Shan Manickam Curtis W. Wood Jr.

*Graduate student member
REGISTER OF GRADUATE FACULTY

COLLEGE OF APPLIED SCIENCES

Department of Criminal Justice

Ellis Duane Davis
Professor of Criminal Justice. Ph.D., University of Southern Mississippi

F. Frederick Hawley
Professor and Head, Department of Criminal Justice. Ph.D., Florida State University

William Douglas Hyatt
Professor of Criminal Justice. L.L.M., Georgetown University

Department of Health Sciences

Thomas Francis Connelly Jr.
Associate Professor of Health Sciences. Ed.D., University of Kentucky

Barbara Anne Cosper
Associate Professor of Health Sciences. Ph.D., Kansas State University

Walter Edward Foegelle
Associate Professor of Health Sciences. Ed.D., Indiana University

Scott E. Higgins
Associate Professor of Health Sciences. Ed.D., University of South Carolina

Noelle L. Kehrberg
University Planner; Professor of Health Sciences. Ph.D., Virginia Polytechnic Institute and State University

Barbara K. Lovin
Associate Professor and Head, Department of Health Sciences. Ed.D., Columbia University

Gary Smith
Associate Professor of Health Sciences. Ph.D., University of Georgia

Department of Human Environmental Sciences

Davia M. Allen
Associate Professor and Head, Department of Human Environmental Sciences. Ph.D., University of South Carolina

Judy H. Dowell
Assistant to the Chancellor; Professor of Human Environmental Sciences. Ph.D., Florida State University

Sandra S. Grunwell
Associate Professor of Human Environmental Sciences. M.B.A., Bowling Green State University

Jane S. Hall
Associate Professor of Human Environmental Sciences. Ph.D., University of Tennessee
Department of Industrial and Engineering Technology

Aaron K. Ball
Associate Professor of Industrial and Engineering Technology. Ed.D., Virginia Polytechnic Institute and State University

Jerry Lee Cook
Professor of Industrial and Engineering Technology. Ed.D., University of Tennessee

J. Dale Pounds
Dean, College of Applied Sciences; Professor of Industrial and Engineering Technology. M.S.C.E., Purdue University

James D. Turner
Associate Professor of Industrial and Engineering Technology. Ed.D., Clemson University

COLLEGE OF ARTS AND SCIENCES

Department of Anthropology and Sociology

John W. Bardo
Chancellor; Professor of Sociology. Ph.D., The Ohio State University

Anthony Andrew Hickey
Professor of Sociology. Ph.D., Cornell University

Jo Ann S. Hickey
Associate Professor of Sociology. Ph.D., Cornell University

Anne Frazer Rogers
Professor and Head, Department of Anthropology and Sociology. Ph.D., University of Georgia

Department of Art

Joan Falconer Byrd
Professor of Art. M.F.A., University of Wisconsin-Madison

Robert Godfrey
Professor and Head, Department of Art. M.F.A., Indiana University-Bloomington

Cathryn Griffin
Associate Professor of Art. M.F.A., Yale University

Jon Charles Jicha
Professor of Art. M.F.A., Kent State University

Matthew Liddle
Assistant Professor of Art. M.F.A., University of the Arts

Lois Petrovich-Mwaniki
Associate Professor of Art. Ph.D., Purdue University

Marya Roland
Assistant Professor of Art. M.F.A., University of Michigan

James P.W. Thompson
Associate Professor of Art. Ph.D., University of North Carolina at Chapel Hill

Department of Biology

Richard Conrad Bruce
Professor of Biology; Director, Highlands Biological Station. Ph.D., Duke University
Frederick Alexander Coyle  
Professor of Biology. Ph.D., Harvard University

Roger H. Lumb  
Professor of Biology. Ph.D., University of South Carolina

Henry Richard Mainwaring  
Associate Professor of Biology. Ph.D., University College of Wales at Aberystwyth

Allen Murdoch Moore  
Associate Professor of Biology. Ph.D., University of Texas at Austin

Jack Daniel Pittillo  
Professor of Biology. Ph.D., University of Georgia

Sabine Jos Rundle  
Assistant Professor of Biology. Ph.D., University of Illinois

James William Wallace Jr.  
Professor of Biology. Ph.D., University of Texas at Austin

Jerry Lee West  
Professor of Biology. Ph.D., North Carolina State University at Raleigh

Department of Chemistry and Physics

Cynthia Ann Atterholt  
Assistant Professor of Chemistry. Ph.D., University of California-Davis

John Roger Bacon  
Professor and Head, Department of Chemistry. Ph.D., University of Iowa

Paul F. Brandt  
Assistant Professor of Chemistry. Ph.D., University of Colorado

David J. Butcher  
Associate Professor of Chemistry. Ph.D., University of Connecticut

William Kwochka  
Assistant Professor of Chemistry. Ph.D., North Carolina State University

Gary Lee Pool  
Professor of Chemistry. Ph.D., University of Wyoming

Frank Thomas Prochaska  
Interim Associate Vice Chancellor for Academic Affairs; Professor of Chemistry. Ph.D., University of California-Berkeley

Kurt G. Vandervoort  
Assistant Professor of Chemistry and Physics. Ph.D., University of Illinois

Royce S. Woosley  
Professor of Chemistry. Ph.D., Ohio University

Department of English

Elizabeth H. Addison  
Assistant Professor of English. Ph.D., Duke University

James Clyde Addison  
Professor of English. Ph.D., University of Tennessee

Richard L. Boyer  
Associate Professor of English. M.F.A., University of Iowa
James Edwin Byer  
Associate Professor and Head, Department of English. Ph.D., Duke University

Kathryn Stripling Byer  
Poet-in-residence. M.F.A., University of North Carolina at Greensboro

Ralph Stevens Eberly  
Associate Professor of English. Ph.D., University of Michigan

Harold F. Farwell Jr.  
Professor of English; Director, M.A. Program. Ph.D., University of Wisconsin-Madison

Denise Heinze  
Associate Professor of English. Ph.D., Duke University

Joseph Avery Meigs  
Professor of English. Ph.D., University of Florida

Gayle H. Miller  
Associate Professor of English. Ph.D., University of Georgia

J. Karl Nicholas  
Professor of English. Ph.D., University of Southern California

James R. Nicholl  
Professor of English. Ph.D., University of Texas at Austin

Terry Randall Nienhuis  
Associate Professor of English. Ph.D., University of Michigan

Mary F. Norton  
Acting Associate Dean, College of Arts and Sciences; Assistant Professor of English. Ph.D., University of Kentucky

Brian E. Railsback  
Dean, Honors College; Associate Professor of English. Ph.D., Ohio University

D. Newton Smith  
Assistant Professor of English. Ph.D., University of North Carolina at Chapel Hill

**Department of Geosciences and Natural Resources Management**

Steven Peter Yurkovich  
Acting Dean, Research and Graduate Studies; Professor of Geology. Ph.D., Brown University

**Department of History**

William L. Anderson  
Professor of History. Ph.D., University of Alabama

H. Tyler Blethen III  
Director, Mountain Heritage Center; Professor of History. Ph.D., University of North Carolina at Chapel Hill

David R. Dorondo  
Assistant Professor of History. Ph.D., University of Oxford

Gael N. Graham  
Assistant Professor of History. Ph.D., University of Michigan

James A. Lewis  
Coordinator of Social Science Program; Professor of History. Ph.D., Duke University
Clifford Ramsey Lovin
Professor of History. Ph.D., University of North Carolina at Chapel Hill

L. Scott Philyaw
Assistant Professor of History. Ph.D., University of North Carolina at Chapel Hill

Gerald Schwartz
Professor of History. Ph.D., Washington State University

Brian George Joseph Walton
Associate Professor of History. Ph.D., Vanderbilt University

Curtis W. Wood Jr.
Professor and Head, Department of History; Senior Research Associate, Mountain Heritage Center. Ph.D., University of North Carolina at Chapel Hill

Department of Mathematics and Computer Science

James Ralph DeVane
Director, Center for Mathematics and Science Education; Associate Professor of Mathematics. Ed.D., University of Georgia

James Michael Dolan
Associate Professor of Mathematics. Ph.D., University of Tennessee

Jeffrey A. Graham
Assistant Professor of Mathematics and Computer Science. Ph.D., Rensselaer Polytechnic Institute

Kathy M. Ivey
Assistant Professor of Mathematics. Ph.D., Washington State University

Bharatkumar S. Joshi
Assistant Professor of Mathematics and Computer Science. Ph.D., University of Wisconsin-Milwaukee

Joseph B. Klerlein
Professor of Mathematics. Ph.D., Vanderbilt University

Shanmugasadasivam Manickam
Professor of Mathematics. Ph.D., University of Toronto

Nicholas Norgaard
Associate Professor of Mathematics. Ph.D., University of Georgia

Joseph Scott Sportsman
Assistant Professor of Mathematics and Computer Science. Ph.D., University of Illinois

Richard L. Stephens
Assistant Professor of Mathematics. Ph.D., University of South Florida

David Boyce Teague
Associate Professor of Mathematics. Ph.D., North Carolina State University at Raleigh

Harold J. Williford
Associate Professor and Acting Head, Department of Mathematics and Computer Sciences. Ed.D., University of Georgia

Department of Music

Mary Kay Bauer
Associate Professor of Music. D.M.A., University of Minnesota
Robert A. Holquist
Professor of Music. D.M.A., University of Iowa

Robert Kehrberg
Professor and Head, Department of Music. D.A., University of Northern Colorado

William L. Peebles
Assistant Professor of Music. D.M.A., Michigan State University

Eldred Spell
Associate Professor of Music. Ph.D., Michigan State University

John Thomas West
Band Director; Associate Professor of Music. Ph.D., Florida State University

Department of Political Science and Public Affairs

Richard J. Collings
Vice Chancellor for Academic Affairs and Professor of Political Science. Ph.D., Tulane University

Allison L. Hayes
Associate Professor of Political Science and Public Affairs. Ph.D., University of Tennessee

Cecil Donald Livingston
Associate Professor of Political Science and Public Affairs. Ph.D., University of Mississippi

Gordon E. Mercer
Professor of Political Science and Public Affairs. Ph.D., University of Florida

Charles J. Stevens
Professor and Head, Department of Political Science and Public Affairs. Ph.D., Duke University

Kenneth A. Wink
Assistant Professor of Political Science and Public Affairs; Director, M.P.A. Program. Ph.D., Louisiana State University

COLLEGE OF BUSINESS

Department of Accountancy

John Alan Beegle
Professor of Accounting. Ph.D., St. Louis University

Carl David Coffee
Associate Professor of Accounting. D.B.A., University of Kentucky

Norman Leroy Kauffman
Associate Professor of Accounting. Ph.D., The Ohio State University

Philip Little
Associate Professor of Accounting. D.B.A., Louisiana Tech University

Department of Business Administration and Law

Debra Burke
Professor of Business Law. J.D., University of Texas
James W. Carland  
Professor of Accounting and Information Systems. Ph.D., University of Georgia

JoAnn C. Carland  
Professor of Computer Information Systems. Ph.D., University of Georgia

James Reagan McLaurin  
Assistant Professor of Business Administration, Law, and Marketing. Ph.D., Memphis State University

**Department of Business Computer Information Systems**

Lynn R. Heinrichs  
Associate Dean, College of Business; Associate Professor of Computer Information Systems. Ed.D., Northern Illinois University

Rita Thomas Noel  
Associate Professor of Business Administration, Law, and Marketing. Ph.D., University of Tennessee

Gary A. Williams  
 Associate Professor of Computer Information Systems; Director of Graduate Programs in Business. D.B.A., Texas Tech University

**Department of Economics, Finance, and International Business**

Grace C. Allen  
Associate Professor of Finance. Ph.D., University of South Carolina

Patrick A. Hays  
Associate Professor of Finance. Ph.D., University of North Carolina at Chapel Hill

Stephen B. Jarrell  
Professor of Economics and Finance. Ph.D., Purdue University

Susan B. Kask  
Associate Professor of Economics and Finance. Ph.D., University of Wyoming

Max Moise Schreiber  
Associate Professor of Economics, Finance, and International Business. Ph.D., University of South Carolina

Austin H. Spencer  
Professor of Economics and Finance. Ph.D., Indiana University

**Department of Management**

John R. Adams  
Professor of Management. Ph.D., Syracuse University

Jerry Kinard  
Professor and Head, Department of Management. D.B.A., Mississippi State University

Beverly L. Little  
Assistant Professor of Management. Ph.D., Virginia Polytechnic Institute and State University

George W. Mechling Jr.  
Associate Professor of Management. Ph.D., University of Nebraska
Stephen D. Owens  
Associate Professor of Management. Ph.D., North Texas State University

James W. Pearce  
Assistant Professor of Management. Ph.D., Georgia State University

Robert L. Routhieaux  
Assistant Professor of Management. Ph.D., University of Arizona

Ronald E. Shiffler  
Dean, College of Business; Professor of Management. Ph.D., University of Florida

Department of Marketing

James W. Busbin  
Associate Professor of Marketing. Ph.D., University of Tennessee

JoAnne S. Hopper  
Head and Professor of Marketing. Ph.D., Louisiana State University

Newell D. Wright  
Assistant Professor of Marketing. Ph.D., Virginia Polytechnic Institute and State University

COLLEGE OF EDUCATION AND ALLIED PROFESSIONS

Department of Administration, Curriculum, and Instruction

Donald M. Chalker  
Professor of Education. Ed.D., Wayne State University

Gurney Ernest Chambers  
Dean, College of Education and Allied Professions; Professor of Education. Ph.D., George Peabody College for Teachers

William A. Clauss  
Director, Office for Rural Education; Associate Professor of Education. Ph.D., University of Miami

Myron L. Coulter  
Chancellor Emeritus; Professor of Education. Ed.D., Indiana University

Richard M. Haynes  
Associate Professor of Education. Ph.D., Duke University

Mary Jean Ronan Herzog  
Associate Professor of Education. Ed.D., University of Tennessee

Eleanor B. Hilty  
Assistant Professor of Education. Ph.D., University of Tennessee

John Casey Hurley  
Acting Associate Dean, Research and Graduate Studies; Associate Professor of Education. Ph.D., University of Wisconsin

Robert Beasley Pittman  
Professor of Education. Ph.D., University of North Carolina at Chapel Hill

Joe Daniel Walters  
Associate Professor of Education. Ed.D., University of Florida
Department of Elementary and Middle Grades Education

Barbara H. Bell
Assistant Professor of Elementary and Middle Grades Education. Ph.D., University of Missouri

Constance Victoria Faircloth
Assistant Professor of Elementary and Middle Grades Education. Ed.D., University of Georgia

Robert S. Houghton
Assistant Professor of Elementary and Middle Grades Education. Ph.D., University of Wisconsin

Gloria Houston
Assistant Professor and Author-in-Residence, Department of Elementary and Middle Grades Education. Ph.D., University of South Florida

Lester L. Laminack
Professor and Head, Department of Elementary and Middle Grades Education. Ed.D., Auburn University

Jane C. Perlmutter
Associate Professor of Elementary and Middle Grades Education. Ed.D., University of Georgia

Mary Wood Ray
Assistant Professor of Elementary and Middle Grades Education. Ph.D., University of South Carolina

Terry D. Rose
Assistant Professor of Elementary and Middle Grades Education. Ph.D., University of Tennessee

Department of Health and Human Performance

Susan C. Brown
Associate Professor of Health and Human Performance. Ph.D., The Ohio State University

James G. Bryant Jr.
Associate Professor of Health and Human Performance. Ed.D., George Peabody College for Teachers

Cindy A. Cavanaugh
Assistant Professor of Health and Human Performance. Ed.D., University of Georgia

David B. Claxton
Associate Professor and Head, Department of Health and Human Performance. Ed.D., Arizona State University

Sue L. McPherson
Associate Professor of Health and Human Performance. Ph.D., Louisiana State University

Department of Human Services

Lisa A. Bloom
Associate Professor of Special Education. Ph.D., West Virginia University
W. Dale Brotherton
Associate Professor of Counselor Education. Ph.D., Florida State University

C. Dale Carpenter
Professor of Special Education. Ed.D., Auburn University

Mary D. Deck
Associate Professor of Counselor Education. Ph.D., University of Virginia

A. Michael Dougherty
Associate Dean, College of Education and Allied Professions; Professor of Counselor Education. Ph.D., Indiana State University

Martin A. Fischer
Associate Professor of Communication Disorders. Ph.D., University of Oregon

Larry B. Grantham Jr.
Associate Professor of Counselor Education. Ph.D., University of Southern Mississippi

William E. Ham
Associate Professor of Communication Disorders. Ph.D., Southern Illinois University at Carbondale

James J. Kirk
Associate Professor of Education. Ed.D., Northern Illinois University

Billy T. Ogletree
Assistant Professor of Communication Disorders and Head, Department of Human Services. Ph.D., Florida State University

David A. Shapiro
Professor of Communication Disorders. Ph.D., Indiana University

David L. Westling
The Adelaide Worth Daniels Endowed Professor of Special Education. Ph.D., University of Florida

Department of Psychology

Millicent H. Abel
Assistant Professor of Psychology. Ph.D., University of Louisville

William L. Chovan
Professor Emeritus; Professor of Psychology. Ph.D., Case Western Reserve University

John C. Habel
Assistant Professor of Psychology. Ph.D., University of Tennessee

Bruce B. Henderson
Professor of Psychology. Ph.D., University of Minnesota

Harold A. Herzog Jr.
Professor of Psychology. Ph.D., University of Tennessee

Paul L. Klaczynski
Assistant Professor of Psychology. Ph.D., West Virginia University

Robin M. Kowalski
Assistant Professor of Psychology. Ph.D., University of North Carolina at Greensboro

Eugene E. McDowell III
Professor of Psychology. Ph.D., University of North Carolina at Chapel Hill

Scott W. Minor
Professor of Psychology. Ph.D., Virginia Commonwealth University
Mickey Randolph
Associate Professor and Head, Department of Psychology. Ph.D., University of South Carolina

Heather B. Stevens
Associate Professor of Psychology. Ph.D., University of Alabama

Hedy J. White
Professor of Psychology. Ph.D., Claremont Graduate School

AFFILIATE GRADUATE FACULTY MEMBERS
Louis Alexander, Department of Chemistry and Physics
Sherry C. Baldwin, Department of Human Services
Michael Baranski, Department of Biology
Beth Baxley, Department of Human Services
Diana Damer, Department of Psychology
Paul Davidson, Department of Biology
Christopher Gunn, Department of Psychology
Thomas Jones, Department of Human Services
John Morse, Department of Biology
Charles Parker, Department of Biology
Robert Peet, Department of Biology
Ronald H. Peterson, Department of Biology
Hoyt Ponder, Department of Human Services
Raymond Semlitsch, Department of Biology
Stanley Sessions, Department of Biology
William Shear, Department of Biology
Alan Stiven, Department of Biology
Jon Stucky, Department of Biology
Stephen Tilley, Department of Biology
Richard Wassersug, Department of Biology
Jackson Webster, Department of Biology
Thomas Wentworth, Department of Biology
Peter White, Department of Biology
Cecil E. Yount, Department of Human Services

Names of temporary members of the graduate faculty are not listed here but are available from the Graduate School.
Index

A

Academic Appeal Procedure 27
Academic Dismissal 27
Academic Honesty Policy 26
Academic Record Policy 29
Academic Regulations 25
Academic Year Tuition and Fees 21
Accounting 55
Accreditation of the University 8
Administration 19
Admission and Degree Requirements 33
Admission Requirements 35
Admissions 33
Affirmative Action Officer
See inside cover 1
American History 42
Anthropology 56
Appeal Procedure 27
Application Procedure 33
Applications
for housing 10
Applied Mathematics 50
Art Education 43
Arts and Sciences Interdisciplinary Courses 59
Asheville 14
See programs in 14
Aspirations of the University 7
Assistantships 23
Astronomy 59
Auditing 26

B

Bank Services 12
Behavioral Disorders 45
Biochemistry Program 50
Biology 50, 59
Board of Trustees 109, 110
Books and Supplies 12
Business Administration 61
Business Law 61

C

Calendar 2
Career Planning and Job Placement 12
Carolina Colloquy for University Teaching 19
Categories of Admission 34
Certificate of Advanced Study 52
Changes in Requirements and Regulations 41
Chemistry 50, 61
Child Development/Family Relations 63
Class Attendance 25
Clothing, Textiles, and Merchandising 63
Code of Ethics 29
Communication
Electronic Media 63
Human Communication 63
Print Media 63
Public Relations 63
Theatre Arts 63
Communication Disorders 50, 63
Community Counseling 51
Comprehensive Examinations 40
Computer Abuse Policy 32
Computer Center 18
Computer Information Systems 65
Computer Science 66
Computing Resources 18
Conduct
Standards of 29
Continuing Education and Summer School 15
Continuing Education Units (CEU) Credit 28
Cooperative Ph.D. Program with Bowman Gray School 50
Corequisites 54
Counseling 67
Counseling and Psychological Services 11
Course and Grade Policies 25
Course Descriptions 54
Course Loads 25
Course Prefixes 54
Course Repeat Policy
See Credits and Class Meetings 54
Credit Policies 27
Credits and Class Meetings 54
Curriculum and Instruction 46, 69

D

Degree Outlines 42
Degree Programs List 5
Degree Requirements 33
Departmental Prefixes 54
Developmental Evaluation Center 17
Dietetics
Preprofessional Practice 48
Disabled Student Services 24
Dissertation 39
Doctor of Education 38, 52

E

Education and Allied Professions 74
Education and Psychology 74
Education Specialist Degrees 52
Educational Administration 45, 71
Educational Leadership 38, 52, 72
Educational Supervision 46, 74
Elementary Education 46, 74
English 76
Environmental Health 80
Experiential Credit 28
External Instruction Courses 28

F
Faculty
Graduate 112
Faculty and Student Research 19
Faculty Senate 8
Fees and Expenses
Refunds 21
Fees, Expenses, and Financial Aid 20
Fields of Study 54
Financial Aid 23
Fitness Center 12
Food Service Management 82
Foreign Language Requirement 38
Freshmen
residence hall living requirements 10

G
Geography 82
Geology 82
Governance 8
Grade Average for Graduation 26
Grading System 25
Graduate Assistantships 23
Graduate Council 111
Graduate Programs and Degree Outlines 42
Graduate School 111
Graduation
Application for 40
Graduation Attendance 40
Guest Matriculant 34

H
Health Sciences 83
Health Services 11
Higher Education 84
Highlands Biological Station 15
History 85
History of the University of North Carolina 107
Home Economics 51
Housing
Contracts 10
Married 10
Off-campus 11
Refunds 22
Regulations 10
Human Resource Development 51, 87
Hunter Library 15

I
Illegal Drug Policy 29
In-Service Education Program 29
Incomplete Grades 25
Independent study 54
Industrial and Engineering Technology 87
Infirmary 11
Institute for College and University Teaching 19
Instructional Technology Specialist 46
Insurance 11
International Students 35

L
Late Registration 21
Law Enforcement, Campus 32
Learning Disabilities 45
Library 15
Licensure 40
Location
University 7

M
Management 89
Manufacturing Engineering Technology 90
Marketing 90
Master of Arts Degree 42
Master of Arts in Education Degree 36, 49
Master of Business Administration Degree 37
Master of Health Sciences Degree 37, 48
Master of Physical Therapy Degree 37, 48
Master of Project Management Degree 38, 49
Master of Public Affairs Degree 38, 49
Master of School Administration Degree 49
Master of Science Degree 35, 46
Mathematics 90
Meal plans 11, 20
Refunds 22
Mental Health Services 11
Mental Retardation 45
Middle Grades Education 44, 46
Courses in 92
Minority Presence Grant Program 23
Mission Statement 7
Motor Vehicle Registration 11
Mountain Aquaculture Research Center 16
Mountain Heritage Center 17
Mountain Resource Center 16
Music 43, 92
Myron L. Coulter Center for Excellence in Teaching and Learning 16
Myron L. Coulter Faculty Center for Excellence in 16

N
NC Center for the Advancement of Teaching 19
Nondegree Admission 34
Nondiscrimination Policy. See inside front cover
Nutrition and Dietetics 94

O
Office Administration 95
Officers of the University 110
Out-of-State Tuition Rate 24

P
Parking 32
Parks and Recreation Management 96
Payment
  Time of 21
Philosophy 96
Physical Education 96
Physical Therapy
  Courses in 97
  Degree Program in 48
Physics 99
Placement Services 12
Policy on Completion of Thesis and Dissertation 40
Political Science 99
Post Office 12
Preprofessional Practice in Dietetics 48
Prerequisites 54
Print Media 63
Program Changes 33
Program List
  Degrees 5
  Programs in Asheville 14
Project Management 38, 49
  Courses in 99
Provisional Admission 34
Psychology 43, 99
Public Affairs 102

R
Reading 103
Reading Center 17
Recreation 12
Recreational Therapy 104
Refund Policies 21
Regional Activity Center, Ramsey 12
Regular Admission Status 34
Regulations
  Housing 10

T
Teacher Licensure 40
Teacher Placement Service 12
Technology 51
Testing Services 11
Textbooks 21
Thesis 40
  Completing a 40
  Time Limitation 28
  Transcripts 26
  Transfer Credit 28
  Tuition 20
Refunds 22
Tuition Waiver for NC Residents Aged 65 24
Two-Year College Teaching 44

U
Undergraduate Enrollment in Graduate Courses 34
University of North Carolina 107
University Studies-Interdisciplinary 106

V
Veterans Assistance 23

W
Wellness Program 12
Withdrawal 21, 26
Writing Center 16