REGULATIONS SUBJECT TO CHANGE

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

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Western Carolina University publishes two issues of The Record, the Undergraduate Catalog and the Graduate Catalog. Both describe academic programs, regulations, and policies. Find an online version at: catalog.wcu.edu. Electronic copies of the appropriate issues are made available to students registered at the university, high school principals and guidance counselors, college and university libraries, and public and private high schools and institutions of higher learning in North Carolina. Electronic copies are available from Graduate School and Research, Western Carolina University, Cullowhee, NC, 28723 (828-227-7398; 800-369-9854; grad@email.wcu.edu).
### 2018-2019 Academic Calendar

#### Fall 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 17</td>
<td>Friday</td>
<td>Residence halls open</td>
</tr>
<tr>
<td>August 20</td>
<td>Monday</td>
<td>All classes begin (8:00 AM)</td>
</tr>
<tr>
<td>August 31</td>
<td>Friday</td>
<td>University census date (5:00 PM)</td>
</tr>
<tr>
<td>September 3</td>
<td>Monday</td>
<td>Labor Day (No classes)</td>
</tr>
<tr>
<td>September 24</td>
<td>Monday</td>
<td>Fifth week grades due (5:00 PM)</td>
</tr>
<tr>
<td>October 1</td>
<td>Monday</td>
<td>Deadline to apply to graduate in December</td>
</tr>
<tr>
<td>October 8-12</td>
<td>Monday-Friday</td>
<td>Fall Break</td>
</tr>
<tr>
<td>October 26</td>
<td>Friday</td>
<td>Last day to drop with a &quot;W&quot;</td>
</tr>
<tr>
<td>October 30</td>
<td>Tuesday</td>
<td>Advising Day (No classes or faculty meetings)</td>
</tr>
<tr>
<td>October 31</td>
<td>Wednesday</td>
<td>Registration begins for Spring 2019</td>
</tr>
<tr>
<td>October 31</td>
<td>Wednesday</td>
<td>On-line graduation application opens for Spring 2019</td>
</tr>
<tr>
<td>November 3</td>
<td>Saturday</td>
<td>Homecoming</td>
</tr>
<tr>
<td>November 21-23</td>
<td>Wednesday - Friday</td>
<td>Thanksgiving (No classes)</td>
</tr>
<tr>
<td>December 7</td>
<td>Friday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 8-14</td>
<td>Saturday - Friday</td>
<td>Final exams (Saturday- Friday)</td>
</tr>
<tr>
<td>December 15</td>
<td>Saturday</td>
<td>Commencement (1:00 PM) Ramsey Center</td>
</tr>
<tr>
<td>December 17</td>
<td>Monday</td>
<td>All grades due (10:00 AM)</td>
</tr>
</tbody>
</table>

#### Fall 8 Week Session Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 20</td>
<td>Monday</td>
<td>First 8 Week Begins</td>
</tr>
<tr>
<td>September 14</td>
<td>Friday</td>
<td>Last Day to Withdraw</td>
</tr>
<tr>
<td>October 12</td>
<td>Friday</td>
<td>First 8 Week Ends</td>
</tr>
<tr>
<td>October 15</td>
<td>Monday</td>
<td>Last 8 Week Begins</td>
</tr>
<tr>
<td>November 9</td>
<td>Friday</td>
<td>Last Day to Withdraw</td>
</tr>
<tr>
<td>December 7</td>
<td>Friday</td>
<td>Last 8 Week Ends</td>
</tr>
</tbody>
</table>

*8 Week Session students do not observe Fall Break*
## Spring 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 11</td>
<td>Friday</td>
<td>Residence halls open</td>
</tr>
<tr>
<td>January 14</td>
<td>Monday</td>
<td>All classes begin (8:00 AM)</td>
</tr>
<tr>
<td>January 21</td>
<td>Monday</td>
<td>Martin Luther King, Jr. Birthday (No classes)</td>
</tr>
<tr>
<td>January 28</td>
<td>Monday</td>
<td>University census date (5:00 PM)</td>
</tr>
<tr>
<td>February 1</td>
<td>Friday</td>
<td>Deadline to apply to graduate in May</td>
</tr>
<tr>
<td>February 18</td>
<td>Monday</td>
<td>Fifth week grades due (5:00 PM)</td>
</tr>
<tr>
<td>February 26</td>
<td>Tuesday</td>
<td>Advising Day (No Classes)</td>
</tr>
<tr>
<td>February 27</td>
<td>Wednesday</td>
<td>Registration begins for Summer/Fall 2019</td>
</tr>
<tr>
<td>March 11 - 15</td>
<td>Monday - Friday</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 22</td>
<td>Friday</td>
<td>Last day to drop with a &quot;W&quot;</td>
</tr>
<tr>
<td>April 17 - 19</td>
<td>Wednesday - Friday</td>
<td>No classes</td>
</tr>
<tr>
<td>May 3</td>
<td>Friday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>May 4 - 10</td>
<td>Saturday - Friday</td>
<td>Final exams</td>
</tr>
<tr>
<td>May 10</td>
<td>Friday</td>
<td>Commencement-Graduate Students (7:00 PM) Ramsey Center</td>
</tr>
<tr>
<td>May 11</td>
<td>Saturday</td>
<td>Commencement - College of Arts &amp; Sciences, Education &amp; Allied Professions, Fine &amp; Performing Arts (10:00 AM) Ramsey Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Commencement-Colleges of Business, Health &amp; Human Sciences, Kimmel School (2:00 PM) Ramsey Center</td>
</tr>
<tr>
<td>May 13</td>
<td>Monday</td>
<td>All grades due (10:00 AM)</td>
</tr>
</tbody>
</table>

### Spring 8 Week Session Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 14</td>
<td>Tuesday</td>
<td>First 8 Week Begins</td>
</tr>
<tr>
<td>February 8</td>
<td>Friday</td>
<td>Last Day to Withdraw</td>
</tr>
<tr>
<td>March 8</td>
<td>Friday</td>
<td>First 8 Week Ends</td>
</tr>
<tr>
<td>March 11</td>
<td>Monday</td>
<td>Last 8 Week Begins</td>
</tr>
<tr>
<td>April 5</td>
<td>Friday</td>
<td>Last Day to Withdraw</td>
</tr>
<tr>
<td>May 3</td>
<td>Friday</td>
<td>Last 8 Week Ends</td>
</tr>
</tbody>
</table>

*8 Week Session students do not observe Spring Break*
### Summer 2019

NOTE: Pay close attention to start and end dates of various summer courses. Summer session term dates can be found on the Registrar's web page.

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Dates</th>
<th>Days</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 13 - 28</td>
<td>Monday - Tuesday</td>
<td></td>
<td>Minimester term</td>
</tr>
<tr>
<td>May 13 - July 5</td>
<td>Monday - Friday</td>
<td></td>
<td>Assisted registration for Asheville, Suite 355 Biltmore Park</td>
</tr>
<tr>
<td>May 30 - 31</td>
<td>Thursday - Friday</td>
<td></td>
<td>Registration (9 and first 4.5 week term)</td>
</tr>
<tr>
<td>June 3</td>
<td>Monday</td>
<td></td>
<td>Classes begin for 9 and first 4.5 week term (8:00 AM)</td>
</tr>
<tr>
<td>June 3 - August 6</td>
<td>Monday-Tuesday</td>
<td></td>
<td>9 week term</td>
</tr>
<tr>
<td>June 3 - July 3</td>
<td>Monday - Wednesday</td>
<td></td>
<td>First 4.5 week term</td>
</tr>
<tr>
<td>July 4</td>
<td>Thursday</td>
<td></td>
<td>Independence Day Holiday (University closed)</td>
</tr>
<tr>
<td>July 5</td>
<td>Friday</td>
<td></td>
<td>Registration (Second 4.5 week term)</td>
</tr>
<tr>
<td>July 5</td>
<td>Friday</td>
<td></td>
<td>Classes begin for second 4.5 week term (8:00 AM)</td>
</tr>
<tr>
<td>July 5</td>
<td>Friday</td>
<td></td>
<td>Deadline to apply to graduate in August</td>
</tr>
<tr>
<td>July 5 - August 6</td>
<td>Friday - Tuesday</td>
<td></td>
<td>Second 4.5 week term</td>
</tr>
<tr>
<td>Various Dates</td>
<td>Last day of each course</td>
<td></td>
<td>Final exams</td>
</tr>
</tbody>
</table>
Telephone Numbers

Area Code 828

Graduate School 227-7398
Research 227-7212
Bookstore 227-7346
Center for Career and Professional Development 227-7133
Colleges
  College of Arts and Sciences 227-7646
  College of Business 227-7412
  College of Education and Allied Professions 227-7311
  College of Engineering and Technology 227-7368
  College of Fine and Performing Arts 227-7028
  College of Health and Human Sciences 227-7271
  Honors College 227-7383
Disability Services 227-3886
Educational Outreach 227-3888
Employment, Student 227-7290
Financial Aid, Loans, Scholarships 227-7290
Food Services 227-7396
Fraternities, Sororities, Clubs 227-7206
Information Technology/Help Desk 227-7487
International Students 227-7494
Military Education, VA Benefits 866-928-4723
One Stop Student Services Center 227-7170
Parking Services 227-7275
Programs at Biltmore Park 828-654-6498
Provost Office 227-7495
Registrar, Student Records, Transcripts 227-7216
Residential Living 227-7303
Student Accounts 227-7324
Student Affairs 227-7234
About the University and the Graduate School

About the University

- Mission
- Location
- Governance
- Accreditation

The Graduate School and Graduate Study at Western Carolina University

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

The University Register

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

Student Life

- Housing
- Dining Services
- Student Life and Services
- WCU Community Creed and the Code of Student Conduct
- WCU Campus Police and Law Enforcement
- Health Services
- A.K. Hinds University Center
- Ramsey Regional Activity Center
- Career Services and Cooperative Education
- Other Facilities and Services

About the University

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

Mission

Western Carolina University creates learning opportunities that incorporate teaching, research, service, and engagement through on campus, off campus, on-line and international experiences. The university focuses its undergraduate, master's and three doctoral programs, educational outreach, research, creative, and cultural activities to sustain and improve individual lives and enhance economic and community development in Western Carolina and beyond.

Our Core Values and Guiding Principles

- Excellence, Scholarship, Teaching and Learning
- Collaboration with and Respect for our Communities
- Free and Open Interchange of Ideas
- Responsible Stewardship and Organizational Effectiveness
- Organizational and Environmental Sustainability
- Cultural Diversity and Equal Opportunity
Our Vision

To be a national model for student learning and engagement that embraces its responsibilities as a regionally engaged university.

Location

Western Carolina University is located in the scenic Appalachian mountain ranges at Cullowhee, North Carolina. The university consists of the main campus in Cullowhee and resident credit centers in Asheville and Cherokee. A faculty of approximately 675 serves a student body of approximately 9,400 in resident-credit and extension classes.

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

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

Governance

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

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

Accreditation

Western Carolina University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Western Carolina University. In addition to this institutional accreditation, other special accreditation by appropriate agencies includes these:

In addition to this institutional accreditation, other special accreditation by appropriate agencies includes these:

AACSB International - The Association to Advance Collegiate Schools of Business
ABET, Engineering Accreditation Commission
ABET, Engineering Technology Accreditation Commission
American Chemical Society
American Council for Construction Education
American Dietetic Association
American Speech-Language-Hearing Association
Commission on Accreditation of Allied Health Education Programs in cooperation with the Council on Accreditation of the American Health Information Management Association, and the Joint Review Committee on Educational Programs for the Emergency Medical Professions
Commission on Accreditation of Athletic Training Education
The university is a member of appropriate state and national associations and organizations to which its professional programs are related. These include but are not limited to:

Academy of Criminal Justice Sciences
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of Higher Education
American Association of State Colleges and Universities
American College Dance Festival Association
American Council on Education
American Society of Allied Health Professions
Association for Continuing Higher Education
Association of Governing Boards of Universities and Colleges
Association for Theatre in Higher Education
Carnegie Project on the Education Doctorate
College Entrance Examination Board
Conference of Southern Graduate Schools
Cooperative Education Association
Council of Applied Masters Programs in Psychology
Council of Graduate Schools in the United States
Institute for International Education, Inc.
International Council for Small Business
Mathematics Association of America
National Association of Student Financial Aid Administrators
National Business Education Association
National University Continuing Education Association
North American Association of Summer Sessions
North Carolina Academy of Science
North Carolina Association of Colleges and Universities
North Carolina Bar Association
North Carolina Political Science Association
Southeastern Theatre Conference
Southern Atlantic States Association for Asian and African Studies
Southern Regional Education Board
In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. Western Carolina University is one of the sixteen constituent institutions of the multi-campus state university.

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

In 1877, the North Carolina General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

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

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

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

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

W. Louis Bissette, Jr., Chair
Roger Aiken, Vice Chair
Pearl Burris-Floyd, Secretary
Darrell Allison
Kellie Hunt Blue
Robert P. Bryan III
C. Philip Byers
Carolyn L. Coward
N. Leo Daughtry
Walter C. Davenport
Thomas H. Fetzer
Thom Goolsby
H. Frank Grainger
James L. Holmes, Jr.
Joe Knott
W. Marty Kotis, III
Steven B. Long
Ann Maxwell
J. Alex Mitchell
Wendy F. Murphy
Anna S. Nelson
R. Doyle Parrish
David M. Powers
Randall "Randy" Ramsey
Robert A. Rucho
O. Temple Sloan III
William Webb
Michael Williford
Western Carolina University

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

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

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

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

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

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

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

Board of Trustees

Patricia Kaemmerling, Chair
J. Bryant Kinney, Vice Chair
Kenny Messer, Secretary
Grace Battle
Haden Boliek
Joyce Dugan
Timothy Haskett
John Lupoli
Robert Roberts
Rebecca Schlosser
Wardell Townsend
(SGA President)

Administrative Officers

Office of the Chancellor
Alison Morrison-Shetlar, Ph.D.   Acting Chancellor
Melissa Canady Wargo, Ph.D.   Chief of Staff

Chancellor’s Executive Council
Dr. Carol Burton   Provost and Vice Chancellor for Academic Affairs
Shea Browning   General Counsel
Mike Byers, M.B.A.   Vice Chancellor for Administration and Finance
H. Sam Miller, Ph.D.   Vice Chancellor for Student Affairs
Craig A. Fowler, M.B.A.   Chief Information Officer
Lisa Gaetano, B.S.   Internal Auditor
Lori Lewis, M.Ed.   Vice Chancellor for Development and Alumni Engagement
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Bobbi Smith
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Jan Stanfield
Student Services Assistant
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The Graduate School consists of a graduate faculty represented by the dean, who is the administrative officer, and the Graduate Council. The dean reports to the Provost and Senior Vice Chancellor and is responsible for Graduate School and Research. Please see the Graduate Faculty & Staff web page for a current list of graduate faculty members.

Graduate Council

Graduate School members serving on Graduate Council are the Dean as Chairman, Associate Dean of Graduate School, and Student Services Manager. Please see the Graduate Council web page for a current list of faculty and student members.

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

Research Administration

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

Faculty Scholarship Advisory Committee

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

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

Western Carolina University is a state-supported coeducational institution with a student body of almost 10,000, of which over 1,900 are graduate students. Including its credit and noncredit instructional courses, continuing education offerings, workshops, conferences, and service programs, the university serves more than 12,000 persons each year. The Graduate School offers programs leading to 25 master's degrees in more than 50 professional and academic areas, the Specialist in School Psychology degree, and three Doctoral degrees.

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

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

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

Division of Educational Outreach

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

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

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

Camps and Conferences. The division provides support for educational conferences, camps and special events and is the facilitator of faculty led conferences on campus. Several annual conferences are held each year on campus with expert faculty from Western Carolina University and from throughout the U.S. Experienced staff can help develop budgets; assist in program planning; secure appropriate facilities; arrange for lodging, meals, banquets, and tours; provide brochure design, printing, and mailing service; handle registrations; and manage financial details. Depending on the university calendar and preference of the sponsors, conference participants may be housed in campus facilities or off-campus commercial settings.
**Professional Growth and Enrichment.** With the rapid explosion of new knowledge and technologies, up-to-date information is vital for today's professional. A wide range of opportunities is available for continued learning in many fields. These include both online and face-to-face opportunities. There are non-credit opportunities for recertification or certification in a variety of fields including nursing, project management, and drug and alcohol. Programs can be tailored to meet specific organizational needs and to assist in corporate training efforts at any site.

**Military Student Service-Educational Outreach** houses military student services including the certification office for military-affiliated funding for active duty, veterans, spouses and dependents. The Office acts as a one-stop for all things military from recruitment to graduation. The Office advocates for military students and educates the campus as to the special circumstances of military students. Additionally the Office supports the Student Veterans Association.

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

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

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

**Western Carolina University Programs at Biltmore Park**

WCU hosts a large instructional site in Asheville which offers a rich mix of undergraduate and graduate degree programs. Most are programs designed for working professionals looking to complete their degree while continuing their career. At WCU Biltmore Park the University offers two doctoral programs in Education and Nursing, and ten masters programs which include degrees in Accounting, Business, Counseling, English, Nursing, Public Affairs, Social Work, and Technology. Additionally, WCU offers three baccalaureate completion programs in Engineering, Hospitality & Tourism and Nursing.

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

**Service and Research Centers**

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

**Accessibility Resources.** It is the mission of the Office of Accessibility Resources to remove barriers and ensure equal access for all qualified students with disabilities. We do this by providing accommodations and related support services for students with documented disabilities. Accommodations are provided when deemed necessary and reasonable for a particular student and are determined on a case-by-case basis through an interactive process between the student and OAR. Accommodations may include, but are not limited to, testing accommodations, note-taking accommodations, alternate format texts and materials, assistive technology, and communications assistance (such as sign-language interpreters or CART services). It is the student's responsibility to disclose his/her disability, to request academic or physical accommodations, and to provide documentation. The request can be made at any time; however, some accommodations may take time to put in place, so it is best to make the request as early as possible in the semester. OAR also provides coaching, self-advocacy training, awareness events/activities, training for faculty and staff, and accessibility monitoring. Ms. Wesley J. Satterwhite, Director, 828-227-3886. accessibility@wcu.edu.
**Center for Career and Professional Development.** The Center for Career and Professional Development encompasses resources and services that support students' self-assessment, career exploration, and pursuit of experiential and post-graduate opportunities.

Activities/services include the following:

- on-campus student employment
- JobCat and other assessable job listing programs
- individual conferences with career counselors
- vocational and interest testing
- internship program assistance
- resume and cover-letter critiquing service
- an on-line mock interview program
- career events

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

**Center for Rapid Product Realization.** The mission of the Center for Rapid Product Realization is to match the College of Engineering and Technology's resources of laboratories, faculty and students with the manufacturing and business needs of western North Carolina. The goal of this engagement is to grow and transform the region's economy, enhance student learning through real-world project experiences, and improve the quality of life. The RAPID Center has special expertise in four areas: rapid prototyping, advanced manufacturing, intelligent sensors and optoelectronics. The Center in collaboration with the SBTDC and Center for Entrepreneurship and Innovation serves as the US Economic Development Administration (EDA) University Center for North Carolina. Faculty/student projects, particularly the two semester senior capstone projects, are one of the principal avenues for interacting with the WNC community. Projects have included improvements to wheelchairs, sensors to help persons with dementia, new products for the Christmas tree industry, rehabilitation devices for children and the elderly and devices to help men and women of the U.S. Army and Navy Special Forces. Commercialization of technology is the central theme of these regional and statewide initiatives. To learn more about the student/faculty projects and how to become involved with the Rapid Center, visit http://rapid.wcu.edu.

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

**Department of Veterans Affairs (VA) Educational Benefits.** Western Carolina University is approved under the provisions of Title 38 United States Code, Chapter 36, to receive and process VA education benefits. Persons eligible and entitled under provisions of Chapters 30, 31, 33, 35 and Sections 901 and 903, and Title 10 United States Code, Chapters 1606 and 1607 may enroll in programs approved by the North Carolina State Approving Agency. All inquiries concerning Veterans Affairs educational benefits should be addressed to the VA Certifying Official, Military Student Services, 138 Camp Building, Western Carolina University, Cullowhee, North Carolina 28723, telephone 828-227-3022/2135.

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

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

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

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

Hunter Library

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

- Main book collection consisting of over 700,000 books and bound periodicals. This collection is augmented by a cooperative agreement with UNC Asheville and Appalachian State University through the use of a shared online catalog and delivery service. Students can readily borrow items from these other libraries and generally receive them in 2 days or less. The combined collection is over 2 million volumes.
- 200+ electronic databases and 45,000+ electronic journals that can be accessed remotely
- Free document delivery service that provides access to articles from approximately 25,000 journal titles that can be accessed remotely.
- Electronic reserves collection that can be accessed remotely
- 1,200 print journal subscriptions
- Free interlibrary loan service for all students and faculty
- Microfiche collection of 1.5 million pieces
- Government Documents providing access to selected number of online and print documents representing both the Federal and the North Carolina governments
- Special Collections containing manuscript collections, books, photographs and other resources documenting the history of Western North Carolina and Southern Appalachia, the history of the Cherokee Indians, and literary works and papers of Western North Carolina authors
- The Map Room collection contains more than 122,000 sheet maps and an extensive collection of digital mapping data with Geographic Information Systems (GIS) technology to support it
- Media Collection, an extensive collection of CDs, videotapes, DVDs and other media in its Curriculum Materials Center (CMC)
- Curriculum Materials also maintains collections of state-adopted textbooks, curriculum guides, children's literature and other classroom instructional materials in support of the university's professional education programs

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

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

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

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

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

IT Video Services provides consultation and technical support for campus video needs, including audio/video production, streaming, live event support and video conferencing services through the North Carolina Research and Education Network (NCREN). The Division of Information Technology (DoIT) web site at http://doit.wcu.edu provides a variety of useful technology information and self-help resources, as well as links for downloading software for personally-owned computers and accessing computer purchasing information.

International Programs and Services.

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

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

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

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

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

Activities and services include:

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

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

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

**School-University Teacher Education Partnership (SUTEP).** SUTEP, housed in the College of Education and Allied Professions, partners with more than 100 schools in the 18 western North Carolina school systems. These partnerships are designed to enrich school-university relationships, strengthen teacher preparation, and provide professional development for teachers and school administrators.
Southern Appalachian Biodiversity and Ecology center (SABEC). Faculty and students in Biology and Natural Resources Conservation and Management collaborate with Highlands Biological Station, regional groups, and public schools in education, research, and outreach focused on ecology and biotic diversity in the mountain ecosystems of western North Carolina and surrounding areas.

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

- hearing aid evaluation and dispensing
- otoacoustic emission testing
- augmentative communication evaluation
- interdisciplinary evaluation
- assistive technology consultation and training
- education on various topics related to communication disorders

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

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

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

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

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

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

Writing tutors collaborate with students from all classes and majors at every stage of the writing process, from brainstorming and prewriting to drafting and revising. Course tutors facilitate collaborative sessions and offer strategies for effective study. Academic skills consultants conduct in-class workshops and one-on-one consultations focused on improving students' reading, note taking, time management, test preparation, and test taking skills. Visit http://tutoring.wcu.edu or call 828-227-2274 to schedule appointments.
Tutoring services are available during fall, spring, and summer terms and are offered to enrolled students without charge. All consultations and tutoring sessions take place in the WaLC or in designated classrooms on campus.

Distance students and students taking classes at Biltmore Park are encouraged to use Brainfuse, an online tutoring service provided by The Division of Educational Outreach. For more information about Brainfuse, visit http://onlinetutoring.wcu.edu.

Centers and Institutes Affiliated with Graduate School and Research

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

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

Office of the Chief of Staff (External Affairs)

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

Communications and Public Relations. The Office of Communications and Public Relations, which includes the university's news, media relations, photography and videography functions, is led by the chief communications officer. The office includes University News Services and Photography and Video Services. The office is the official liaison between the university and all news media, is responsible for photography and video used to promote the university, produces the university magazine and faculty-staff newsletter, issues press releases and answers media inquiries, and maintains news content and other messaging on the university's website.

External/Government Relations. The Office of External Relations is led by the university's official liaison with elected and appointed officials from the municipal to the federal levels. The office pursues federal funding for WCU through congressional appropriations mechanisms and state funding through the University of North Carolina system's established budget priorities process. In addition, the office serves as university liaison to important economic development entities within the local community and the greater Western North Carolina region, including chambers of commerce and regional economic development organizations.

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

University Marketing. The Office of University Marketing, led by the chief marketing officer, includes the university's marketing, design, brand management, web and social media functions as well as the WCU Print Shop. The office is responsible for the management of the university paid media plan, design for the university magazine, all recruitment collateral and advertising, web design and content management for the university's external website, environmental design, signage and sponsorships, and oversight of all institutional social media platforms and channels.

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

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

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

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

**Student Life and Services**

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

**Housing**

**Residential Living.** Residential Living provides clean, safe, and healthy living environments that enhance and support the educational mission and goals of the university. They provide living and learning communities where students feel valued as individuals and where diversity and fellowship with others are celebrated. Hall programs coordinated by residential living staff, most of whom are WCU students, provide co-curricular activities that provide opportunities for input from residents and that supplement academic learning. Residential Living also includes the Office of Academic Partnerships, which integrates academic life into the residence halls and supports residential students personally and academically. For more information, visit: https://www.wcu.edu/experience/life-on-campus/residential-living/index.aspx.

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

**Dining Services**

Please review the Dining Services website at http://wcudining.wcu.edu for comprehensive information about eating on-campus.

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

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

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

A.K. Hinds University Center

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

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

Athletics

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

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

Campus Recreation and Wellness

Campus Recreation and Wellness (CRW) is housed in the Campus Recreation Center and works to create a campus-wide culture of wellness by providing programs, services, and facilities for individuals to engage and sustain the active process of healthy living. CRW is home to club sports, the group exercise program, intramurals, our outdoor program - Base Camp Cullowhee. Please visit the CRW website for more information: http://reccenter.wcu.edu.

Career Services and Cooperative Education

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

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

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

Center for Leadership. Located on the third floor of the A.K. Hinds University Center, the Office of Leadership and Student Involvement is committed to providing students with opportunities to continually enhance leadership skills and interests.

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

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

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


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

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

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

Greek Student Engagement and Development: Located in the University Center, Greek Student Engagement and Development (GSED) supports 22 fraternities and sororities represented by the College Panhellenic Council, Interfraternity Council and the National Pan-Hellenic Council. Membership in a fraternity or sorority can greatly enhance students' collegiate experiences, and help them cultivate positive connections, social growth, intellectual development, and values-driven decision-making. For more information, visit http://gogreek.wcu.edu.

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

**Intercultural Affairs**

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

**Ramsey Regional Activity Center**

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

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

The Department of Student Community Ethics (DSCE) works with the University community to educate students about their rights and responsibilities as stated in the Western Carolina Creed, the Student Handbook and the Code of Student Conduct. DSCE works to help students and organizations comply with University living and learning expectations and become more responsible members of the Western Carolina University Community. DSCE also collaborates with academic leaders and public safety officials to help keep our campus community safe and welcoming to everyone. The DSCE facilitates education about the Western Carolina University Community Creed:

**Western Carolina University Community Creed**

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

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

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

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

**Campus Safety Report and Emergency Preparedness**

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

The University Police department is responsible for providing law enforcement, criminal investigation, and protective services on campus. University Police officers are certified by the NC. Criminal Justice Training and Standards Commission and meet all standards set by the Attorney General for law enforcement officers in this state.

All crimes that occur on the campus of WCU should be reported to the University Police Department. Emergencies should be reported by dialing 8901 or 911 from a University telephone or by dialing 828-227-8911 from your cellular telephone; non-emergencies may also be reported by dialing 828-227-7301. Reports for crimes may be filed by visiting the University Police Department, located in the Camp Building Annex, or by contacting an officer on patrol. Officers may also be summoned for emergencies by activating any of the emergency blue-light callboxes which are placed at various locations throughout campus. Information regarding crime reports, statistics and prevention programs is available at the University Police department and http://police.wcu.edu website.

The Parking and Transportation Department is responsible for the administration of WCU’s parking system, vehicle registration, and traffic and parking regulations enforcement. State statutes provide that campus traffic and parking regulations have the full-authority of law, and violators may be subject to the penalties prescribed by such law.

Everyone parking a vehicle on campus must register that vehicle with the Parking Services Office and display a current decal on that vehicle. Parking and traffic regulations literature is made available in the Parking Services Office, located in the Cordelia Camp Building. These same regulations are made available online at http://www.wcu.edu/discover/campus-services-and-operations/university-police/parking-services/parking-traffic-regulations/.

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

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

Other Services and Facilities

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

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

Clothing and Gifts. The Catamount Clothing and Gifts store offers students a variety of clothing, gifts, greeting cards and miscellaneous items. For more information, call 828-227-7346 or visit our website at http://merch.wcu.edu/home.aspx.
Mail Service. Students residing on campus are assigned a mailbox with their room assignments. All other students may rent a box in the Cullowhee Post Office. US. postal regulations do not permit receipt of mail through general delivery after an initial 30-day period. A postal commodity machine offering stamps, envelopes, postcards, aerograms, overseas services, and other features is located in the University Center.

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

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

- Resident and Distance Learning Tuition and Fees
- Refund Policies
- Residence Status for Tuition Purpose
- Graduate Assistantships
- Morrill Family Fund for Research in Education
- The Otto H. Spilker Endowed Scholarship
- Kendall W. King Scholarship Fund
- Staff Forum Scholarship Fund
- Other Scholarship Opportunities
- Financial Aid
- Veterans Assistance
- Disability Services
- The Writing and Learning Commons (WaLC)
- Testing Services

Resident and Distance Learning Tuition and Fee Charges

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

Tuition and fees are based on program and/or course section campus classification and are applied to all academic terms. (Fees for all Western Carolina University resident-credit courses taught in Asheville are the same as on the Cullowhee campus.) Typically, resident and distance students enroll in course sections in the same classification as their program (e.g. distance students enroll in distance courses).

Tuition rates are reviewed and set annually by the North Carolina legislature. The University reserves the right to alter any charges without prior notice. Please visit the Tuition and Fees website for links to current tuition and fees information. Resident credit part-time, Certified Registered Nurse Anesthetist Program, Doctorate in Physical Therapy Program, Master's in Communication Sciences and Disorders, and Master's in Graduate Business tuition and fees information is located under the Graduate Tuition and Fees page then click on Part-Time Tuition and Fees link.

Western Carolina University is a publicly supported institution. Tuition payments and other required fees meet only a part of the total cost of the education of students enrolled. On the average, for each full-time student enrolled in an institution of The University of North Carolina, the State of North Carolina appropriates $12,987.00 per year in public funds to support the educational programs offered.

Tuition and Fees

Other Fees

- Application fee $65
- Graduation fee $60
- Certificate fee $50
- Late registration fee $10
- Cap, gown, and hood obtained through WCU Bookstore

Transcript Fee $10.50 (Non-enrolled students)

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

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

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

Students who preregister will be required to remit full payment of tuition and fees by August 1 or next business day for fall semester (December 15 for spring semester-or next business day) to retain their preregistered class schedules. After this deadline, schedules of undergraduate students who have preregistered and not paid will be canceled. The class seats made available thereby will be offered to these and all other students who register in the regular registration and drop-add periods at the beginning of the semester.

Late Registration and Payment.

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

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

Students and parents can also find additional information on Western Carolina University's Use of Tuition Statement at: https://www.wcu.edu/WebFiles/unc_system_1718_tuition_bill_statement.pdf. This statement provides detail on an annual basis for the UNC Board of Governors' approved tuition and fees only. For a list and description of both UNC Board of Governors' and WCU's fees, go to http://www.wcu.edu/apply/ tuition-and-fees/index.aspx and choose "More about 2018-2019 Required Fees."

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

Refund Policies

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

<table>
<thead>
<tr>
<th>Period of Withdrawal</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first 5 days of class</td>
<td>100 percent</td>
</tr>
<tr>
<td>6 to 11 calendar days following the first day of classes</td>
<td>90 percent</td>
</tr>
<tr>
<td>12 to 28 calendar days following the first day of classes</td>
<td>50 percent</td>
</tr>
<tr>
<td>29 to 57 calendar days following the first day of classes</td>
<td>25 percent</td>
</tr>
<tr>
<td>58 calendar days following the first day of classes</td>
<td>0 percent</td>
</tr>
</tbody>
</table>

Students who reduce their course loads during the registration period for the term 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 credit hours in which
they remain enrolled. Part-time students are eligible for a refund based on the credit 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.

Withdrawal for Deployment or Other Military Contingency. Active duty students, or members of the National Guard or Reserve who are called to active duty after being admitted and after classes begin may withdraw from a course or from the university for reasons of deployment or other military contingency and be allowed to so without penalty and with full refund during any part of the academic term. We request a copy of the student's orders be provided for our records. The Advising Center and the Office of Military Student Services will substantiate the validity of the withdrawal request. Requests to withdraw based on attendance of non-emergency or routine training courses will not automatically be approved, but will be considered on a case-by-case basis.

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

Summer term students who reduce their course loads by one or more credit 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 credit hours in which they remain enrolled.

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

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

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

Refunds are issued by two methods: direct deposit or mailing a check. Mailing refund checks may cause delays. Addresses must be entered properly and updated when you move. Checks may be lost. Avoid problems by using direct deposit.

Residency Determination for Tuition Purposes

Graduate Students

Consistent with North Carolina's public policy of providing the benefits of higher education as free as practicable to the people of our state, the General Assembly has placed stringent criteria on who qualifies as a bona fide resident of this state for tuition purposes. While each institution of higher education within the state must allow students a chance to demonstrate that they are bona fide residents of the state pursuant to the provisions of the NC State Residence Classification Manual and applicable laws, the burden of proof of in-state resident status for tuition purposes rests on the student.

Residency Deadlines:

All applications must be received before the end of Add / Drop for the term or period for which an adjustment is sought. Students with pending cases must be prepared to pay the out-of-state rate until their case is resolved. Students who pay the out-of-state rate and who are later determined to in-state rate, will receive a refund for the difference.
Local Campus Appeals

Appeal Procedure
A student, who has exhausted the residency application procedure and has been classified as a non-resident for tuition purposes, may request an appeal of that decision to the Residency Appeals Board pursuant to the "Policy and Procedures for Determining Residence Status for Tuition Purposes." This request must be in writing to the Chairperson of the Residency Appeals Board and must be submitted to the address listed below at least fifteen (15) business days from the date of the issuance of the letter of determination. The request may consist simply of the statement, "I wish to appeal the decision of my residency classification for tuition purposes." It must be dated and signed and should indicate the applicant's WCU student identification number, academic term, mailing address, e-mail address, and phone number.

Request for appeal of residency should be mailed to the following address:

WCU Office of Admission
Attn: Residency Appeal Chairperson
102 Cordelia Camp Building
Cullowhee, NC 28723

Appeals to the State Residency Board

The student has the right to appeal on campus. If denied, the local campus appeal information will be sent to the student on how to appeal to the state residency board.

Graduate Assistantships

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

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

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

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

Morrill Family Fund for Research in Education

Established by Maurice B. and Anna C. Morrill, this fund is to help provide and promote desirable research relating to the improvement of teaching at any educational level. The purpose is to enhance abilities of graduate students in education to
produce and use quality research. Award amount is generally $700. Application forms are available in the Office of Special Programs, G22 McKee. Deadline is December 1.

**The Otto H. Spilker Endowed Scholarship**

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

**Kendall W. King Scholarship Fund**

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

**The Staff Forum Scholarship Fund**

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

**Other Scholarship Opportunities**

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

**Financial Aid**

The university maintains an Office of Financial Aid. This office can furnish more detailed information concerning loans, work-study, and other work opportunities. A financial aid brochure is available upon request.

**Veterans Assistance**

_**Department of Veterans Affairs (VA) Educational Benefits.**_ Western Carolina University is approved under the provisions of Title 38 United States Code, Chapter 36, to receive and process VA education benefits. Persons eligible and entitled under provisions of Chapters 30, 31, 33, 35 and Sections 901 and 903, and Title 10 United States Code, Chapters 1606 and 1607 may enroll in programs approved by the North Carolina State Approving Agency. All inquiries concerning Veterans Affairs educational benefits should be addressed to the VA Certifying Official, Military Student Services, 138 Camp Building, Western Carolina University, Cullowhee, North Carolina 28723, telephone 828-227-3022/2135.

**Disability Services**

The Disability Services office provides accommodations for students with disabilities. Accommodations are determined on an individual basis and may include but are not limited to testing accommodations, sign-language interpreters, note takers, books in alternate formats, adaptive equipment and software, and priority registration. To receive services, students must submit current documentation of a disability. Disability counseling, career advisement, awareness activities, advocacy, and accessibility monitoring are also features of the office at 828-227-2716 or online at disability.wcu.edu.
Testing Services

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

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

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

The Writing and Learning Commons (WaLC)

The Writing and Learning Commons (WaLC) seeks to enhance the academic environment and raise the level of academic discourse at WCU by providing tutoring, academic skills consultations, workshops, online learning resources, and faculty consultations. Writing Assistants collaborate with students from all classes and majors at every stage of the writing process, from brainstorming and prewriting to drafting and revising. Course tutors facilitate collaborative group sessions and offer strategies for effective study and efficient time management. Call 227-7197 for writing appointments and 227-2274 for course tutoring. Visit the website, http://walc.wcu.edu, for additional learning and writing resources, hours of operation, and appointment information. All consultations and tutoring sessions take place in 30 Hunter Library. Distance students should use Smarthinking, an online tutoring service available via Blackboard, and WaLC’s online resources.
Course Numbering System. Each course is identified by means of a course prefix and a three-digit number. The first digit of the number designates the level of the course. Some course numbers within the numbering system are reserved for special use.

500-799 Masters-level courses

800-999 Doctoral-level courses

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

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

80-82 Independent study and directed-readings courses

83-89 Internships, practicum, and special applied field projects

90-92 Student teaching

93-94 Special topics courses

95-98 Seminars

699 Thesis

779 Continuing Research - Non-Thesis Option

799 Continuing Research - Thesis Option

999 Continuing Research - Dissertation

Course and Grade Policies

Courses listed in this catalog are open to graduate students only. At least half of the credit hours applied toward a master's and the Specialist in School Psychology degree must be from courses numbered 600 and above, and designated as graduate, master's, post-master's or Specialist level courses by a regionally accredited university. All of the credit hours applied toward a doctoral degree must be from courses numbered 700 and above, and designated as doctoral level courses by a regionally accredited university.

Course Loads

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

Class Attendance Policy

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

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

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

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

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

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

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

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

III. Absences Related to Individual Courses:
Individual class requirements such as field trips, field research or service learning activities are not considered institutional events, but may be integral components of the curriculum. Faculty who sponsor outside activities may request other faculty to excuse students from their classes so they may attend the outside event. Faculty of the other courses are encouraged to support the requests when it is reasonable to do so, however, individual faculty of the other
courses will determine whether to excuse the absence. Should students be unable to attend the outside class event because of required attendance in other classes, they will not be penalized by the professor offering the outside activity.

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

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

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

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

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

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

VI. **Military Excused Absences:**

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

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

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

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

**Final Examination Schedules**

An end-of-course evaluation of student work is required in every credit course. End-of-course evaluation may take the form of final exams, reports, projects, performances, portfolios, research papers, conferences, etc.
Many end-of-course evaluations are written final exams. In order to reduce conflicts and final evaluation overloads for both students and faculty, a final examination schedule is developed by the registrar for the entire university. All final exams are to be administered at their designated times and places during final exam week. Change in time of an examination for an entire class for any reason must be approved by the head of the department, by the dean of the college, the Asst/Assoc Provost, and the Chancellor.

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

To reschedule, the following steps should be taken:

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

**Grading System**

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

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

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

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

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

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

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

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

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

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

Withdrawal Policies and Procedures

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

Course Withdrawal. After consultation with the academic adviser and the instructor of the course, a student may withdraw from any course prior to the expiration of one-half of the term and receive a "W". Course withdrawals must be completed in the student portal (myWCU). Students are not permitted to withdraw from courses after the withdrawal deadline as indicated by the Registrar's Office. Course withdrawals affect satisfactory academic progress which also affects academic standing. Course withdrawals do not count toward the credit hours required for full-time enrollment.

University Withdrawal. During the fall and spring semesters, a student may withdraw from the University through the last withdrawal date, as indicated by the Registrar's Office. During summer sessions, a University withdrawal occurs only if the student withdraws from all summer sessions. University withdrawals will affect satisfactory academic progress and course completion rates.

The University withdrawal process is initiated in the Advising Center, located in 214 Killian Annex. In the event of a University withdrawal, the student will receive a grade of "W" ("Withdrawn") for all courses in which the student was enrolled. The "Fees, Expenses and Financial Aid" section of this catalog provides information regarding the effects of University withdrawal upon tuition and fee payments and financial aid.

A student may not use this policy for courses in which penalty grades were assigned as a result of academic misconduct. In all cases, the withdrawal date is noted on the student's permanent record.
After the Withdrawal Deadline. There are three exceptions to the University withdrawal policy that will allow a student to withdraw from all courses. The exceptions are medical withdrawals, withdrawals for deployment or other military contingency and withdrawals for extenuating circumstances.

Medical Withdrawals

Withdrawal for Medical Reasons:

Western Carolina University is under no obligation to grant a medical withdrawal after the withdrawal deadline if a grade has been issued or if final examinations have been taken. W's entered on the permanent record as a result of a withdrawal from all classes for medical reasons will affect satisfactory academic progress and course completion rates but will not count toward student's 16-hour course withdrawal limit. A designated physician or her or his designee at Western Carolina University Student Health Services reviews all medical withdrawals and evaluates the medical documentation. Medical withdrawals are of two types:

Regular medical withdrawal (withdrawal for current semester):

- Requires medical documentation from a private physician, psychiatrist, psychologist, or therapist. If the student has not been seen at Western Carolina University Student Health Services or Western Carolina University Counseling and Psychological Services, appropriate medical records from an outside provider are required.
- Requires documentation from outside providers to a designated Western Carolina University physician or counselor. Documentation may be by mail, by fax, or hand-delivered, but it must be in writing. This documentation must specifically recommend withdrawal and must give a specific date of withdrawal.
- Will not be granted if any final examinations for the current semester have been taken.

Retroactive medical withdrawal (withdrawal for a previous semester):

- Requires medical documentation from a private physician, psychiatrist, psychologist, or therapist. If the student has not been seen at Western Carolina University Student Health Services or Western Carolina University Counseling and Psychological Services documentation for the previous term from a physician, psychologist, or counselor who treated the student is required.
- Requires documentation from outside providers to a designated Western Carolina University physician or counselor. Documentation may be by mail, by fax, or hand-delivered, but it must be in writing. This documentation must specifically recommend withdrawal and it must give a specific date.
- Students who attempt the final exam in a class will not be allowed to medically withdraw.
- Retroactive withdrawals must be completed by the end of the next regular semester (fall or spring).

Medical Withdrawal from One Course:

- A student may not typically withdraw from individual courses for medical reasons. This includes courses in which penalty grades were assigned as a result of academic misconduct. A request to withdraw from a course or to reduce your academic load is not a University medical withdrawal.
- Students who wish to withdraw from fewer than all of their current classes for medical reasons may appeal to the dean of the division in which the course/s is/are being offered. In these cases, the student must provide documentation to the dean regarding the medical problem treated at Western Carolina University Student Health Services or Counseling and Psychological Services. If treatment has not occurred at the Western Carolina University Student Health Center, documentation from the outside provider will be required.

Western Carolina University is under no obligation to grant a medical withdrawal if final examinations have been taken. Such situations must be handled as grade replacements.

A notation of “W” is entered on the permanent record of the student for all withdrawals from the University for Medical Reasons and will affect satisfactory academic progress and course completion rates but will not count towards the student's 16-hour course withdrawal limit.
Military Deployment or Other Withdrawals

Contingency: When a student is called to active military service during an academic term, he or she may choose one of the following two options:

• The student may request retroactive withdrawal to the beginning of the semester, with a full refund of tuition and fees.
• If at least 75 percent of the term has been completed, the student may request that the faculty member assign a grade for the course based on the work completed. The final decision about grading is left to the faculty member.

If the faculty member assigns a grade of "I," the student must complete course requirements within one semester or make alternative arrangements with the faculty member (see "Incompletes under Credits, Grades and Quality Points").

If a student decides to enlist in the military, he/she will be subject to the regular withdrawal process.

Extenuating Circumstance Withdrawals

Withdrawals from the University for Extenuating Circumstances:

Students can petition the Office of the Provost to withdraw from the University for extenuating circumstances. Extenuating circumstances may include: death or serious illness within the immediate family, major life event in the family (e.g. loss of home, incarceration), financial hardship, pregnancy, and others as deemed appropriate by a member of the Office of the Provost. Withdrawal for extenuating circumstances will affect satisfactory academic progress and course completion rates but will not count towards the student’s 16-hour withdrawal limit.

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

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

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

I. General:

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

II. Definitions:

1. Cheating - Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication - Creating and/or falsifying information or citation in any academic exercise.
3. Plagiarism - Representing the words or ideas of someone else as one's own in any academic exercise.
4. Facilitation - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).
III. Undergraduate and Graduate Academic Integrity Process:

1. Within five (5) business days of the instructor's knowledge of the alleged violation of the Academic Integrity Policy, s/he will inform his/her department head (or associate Dean of the graduate school when applicable) in writing of the allegation and sanction(s).

2. Within ten (10) business days of the instructor's knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform the student of the allegation, including the proposed sanction(s), in writing. In the written notification, the instructor will inform the student of his/her right to request a meeting with the instructor. During the meeting, the instructor shall complete the Academic Integrity Violation Faculty Resolution Form. If the student does not submit a written request for a meeting with the instructor within five (5) business days of receipt of the written allegation(s), the student shall be deemed to have mutually resolved the matter and shall be bound to the sanctions outlined by the instructor in the written allegation. If the student does not request a meeting, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

3. Within five (5) business days of meeting with the instructor, the student shall either appeal the decision in writing to the department head or mutually resolve the matter by accepting the allegation and proposed sanction(s). No action by the student within five (5) business days of the meeting with the instructor shall constitute a mutual resolution and waiver of the student's rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the instructor, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

4. Within five (5) business days of receiving a student's written appeal, the department head must schedule a meeting with the student. The instructor may be present during the meeting. During the meeting, the department head shall complete the Academic Integrity Violation Department Head Resolution Form. Only information submitted during the meeting with the student, or in the meeting between the instructor and the student, may be considered by the department head. The evidentiary standard for making a decision shall be preponderance of the evidence. The department head may agree or disagree with the allegation(s) of the instructor. The department head may also approve, overturn, or modify the sanction(s) proposed by the instructor. If the student does not attend the scheduled meeting with the department head, the matter will be heard in absentia and shall not be subject to further review and/or appeal.

5. Within five (5) business days of meeting with the department head, the student shall either submit a written appeal regarding the decision or mutually resolve the matter by accepting the allegation and proposed sanction(s). The student must submit a written appeal to the academic Dean listed on the Academic Integrity Violation Department Head Resolution Form. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student's rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the department head, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

6. Within seven (7) business days of receiving a student's written appeal, the appropriate academic Dean must schedule an Academic Integrity Board hearing with the student. The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. The instructor may be present during the hearing. Only information submitted during the hearing, or in the meetings between the instructor/dept. head and the student, may be considered by the hearing board. The evidentiary standard for making a decision shall be preponderance of the evidence. The hearing board may agree or disagree with the allegation(s) of the instructor. The hearing board may also approve, overturn, or modify the sanction(s) proposed by the instructor and/or department head. If the student does not attend the scheduled hearing, the matter will be heard in absentia and shall not be subject to further review and/or appeal. Within ten (10) business days of the hearing, the appropriate academic Dean shall review pertinent records and send the student written notification of the decision of the Academic Integrity Board.

7. Within five (5) business days of receiving written notification of the decision of the Academic Integrity Board, the student may accept the findings and sanctions of the board or submit an appeal to the designated academic Dean. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student's rights to appeal pursuant to the Academic Integrity Policy. If the student does not
respond within five (5) business days of meeting with the Academic Integrity Board, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

8. If the student elects to file an appeal of the decision of the Academic Integrity Board, s/he must submit a written appeal within five (5) business days of receiving written notification of the decision of the Academic Integrity Board to the designated academic Dean. An appeal to an academic Dean must be limited to the following grounds; 1) a violation or due process or 2) a material deviation from Substantive and Procedural Standards by the UNC Board of Governors (as set forth in the UNC Manual 700.4.1).

9. If an appeal is heard by an academic Dean, s/he shall review pertinent records within ten (10) business days of receiving a valid appeal. The academic Dean may agree or disagree with the allegation(s) of the instructor. The academic Dean may also approve, overturn, or modify the sanction(s) proposed by the instructor, department head, and/or Academic Integrity Board. Within five (5) days of making a decision, the academic Dean shall provide the student with a written decision. The decision of the academic Dean shall be final.

10. The student must remain enrolled in the course related to the case, and may not be permitted to withdraw from the course related to the case, until all hearing timelines, notifications, and/or appeals have been completed.

11. Upon resolution of each level of the case (no matter the outcome), the instructor, department head, and academic Dean must provide the Associate Vice Chancellor/Dean of Students with all materials and documents related to the case (i.e. course syllabus, materials in violation of the Academic Integrity Policy, Instructor Resolution Form, Department Head Resolution Form, Academic Integrity Board decision letter, academic Dean decision letter, etc...). The Division of Student Affairs shall serve as the repository for all records associated with allegations and violations associated with the Academic Integrity Policy.

IV. Academic Integrity Board:

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

V. Sanctions:

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

VI. Habitual Violations of the Academic Integrity Policy:

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

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

Academic Dismissal Policy

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

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

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

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

Request for Readmission after Dismissal from a Graduate Program:
A student may be readmitted to a program only once following dismissal from that program. A student must contact the Graduate School in writing to request readmission after dismissal from a program. A request for readmission after dismissal from the program will be evaluated by program faculty, taking into account the student's potential for improved performance in the program. The Program Director will inform the Graduate School of the decision to approve or deny the student's request for readmission and the Graduate School will notify the student of the readmission decision. Approval of readmission may be accompanied by additional requirements. Upon readmission the student must meet all requirements under the catalog in effect at the time of his/her readmission unless the program requires the student to meet the requirements of a previous catalog.

Academic Action Appeal Policy

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

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

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

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

Academic Action Appeal Overview:

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

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

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

Final Grade Appeal Procedures:

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

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

(Step 1) Appeal to Instructor:

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

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

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

**Step 2) Appeal to Department Head:**
If the student is unable to resolve the grievance through the appeal to the instructor, the student should submit a written appeal to the department head within 10 working days of receiving the instructor's written response (from Step 1). If the department head is the instructor for the grade assigned, the associate dean of the department's college will serve this function. Students appealing to the department head assume the burden of proof. Therefore, the appeal must include: a) a statement of the reason(s) the student believes the grade was impermissibly or arbitrarily assigned; b) the steps taken to resolve the disagreement over the assigned course grade; and c) the resolution sought.

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

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

**Step 3) Appeal to the Academic College (Associate Dean Review):**
If appealing to the academic college, the student should forward (to the associate dean of the academic college) his/her initial Appeal to the Instructor and response from the instructor (from Step 1), the subsequent Appeal to the Department Head, and the department head's written notification (from Step 2). Upon receipt of the appeal and aforementioned materials the associate dean may request further information from the student, the instructor, and/or the department head.

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

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

**Step 4) Academic Action Committee Review:**
The College Academic Action Committee (CAAC) will consist of faculty members (who do not teach in the program from which the appeal originated) and students as designated by the academic college (graduate or undergraduate based upon appeal) appointed by the appropriate Academic Dean or Associate Dean. At least two of the faculty members shall be selected from "allied" disciplines or programs. The Associate Dean will serve as ex officio (non-voting) chair of this committee. The purpose of the CAAC is to determine whether the facts support the student's contention that the grade was impermissibly or arbitrarily assigned, or there was material procedural deviation, as defined in the policy. It is not the function of the Committee to re-evaluate the student's work to determine whether the CAAC agrees with the professional judgment of the faculty member who assigned the grade.

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

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

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

(Step 5) Review by the Dean:

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

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

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

Program Dismissal Appeal Procedures:

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

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

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

(Step 1) Appeal to Program Director:

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

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

The program director must respond to the student's request in writing as soon as possible (no later than ten working days after receiving the student's written appeal). This response should detail whether or not the program is approving or denying the appeal.
(Step 2) Appeal to Department Head:

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

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

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

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

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

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

(Step 4) Academic Action Committee Review:

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

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

Neither the student nor the program director may be accompanied or represented in the hearing by legal counsel or other advisor. The CAAC may consider only such evidence as is offered by the parties and at the hearing(s) and need consider only the evidence offered that it considers fair and reliable. The burden of proof shall be on the student to satisfy the Committee that a preponderance of the evidence supports a conclusion that the dismissal was awarded arbitrarily or impermissibly as defined. All recommendations of the CAAC shall be made by a simple majority vote.
Within ten working days from the conclusion of its hearing(s) on the matter, the CAAC Chair will provide a written report to the academic dean and to the graduate dean (for graduate-level grade appeals). The Committee report must include the Committee's finding as to whether or not the dismissal assigned was awarded arbitrarily or impermissibly as defined in the policy. If such a determination is made, the CAAC shall recommend a course of action which could include recommending readmission or implementation of some process to re-evaluate the student’s actions/work that lead to the program dismissal.

(Step 5) Review by the Dean:
Within ten working days after receiving the CAAC’s report, recommendations, and other documentation assembled in the review, the academic Dean will, in consultation with the program director and department head, determine a final course of action. S/he will then communicate the final action in writing to the student, faculty member, department head, and the dean of the Graduate School.

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

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

Credit Policies

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

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

Transfer of Credit Policy. Transfer credit refers to course credit transferred to WCU from another institution. Transfer of credit requests will only be considered for credit earned on courses with a grade of B or higher from a regionally accredited college or university. Course credit taken as part of an earned master’s or doctorate degree from another institution is not transferable into another master's degree program at WCU. Transfer credit is not awarded for non-degree or certificate only students.

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

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

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

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

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

Students should note that while courses may be transferred into a degree program, grades earned at other institutions are not transferred and therefore are not counted toward a student’s cumulative GPA.

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

The form to request transfer of credit from another institution is available from the Graduate School at grad@wcu.edu.

Graduate students may enroll at another regionally accredited institution for transfer coursework which is applicable to their programs provided they have obtained advance permission from their advisor(s), the Department Head and the Dean of Graduate School and Research. The transfer coursework cannot exceed the maximum allowable transfer credit.

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

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

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

1. All courses are *bona fide*: approved by all required college, university, state, regional, and national regulatory agencies. Courses are also approved to meet all licensure and licensing requirements.

2. All courses are an integral part of the student's program; credit will apply toward graduation and/or will be required for a particular degree program.

3. All courses are appropriately rigorous with assigned credit proportionate to the amount of instructor involvement and control (assigned credit is determined by university and state requirements).

4. The university/college has an agreement on file with specific work sites assuring that the experiences will provide opportunities for application of the knowledge, skills, and competencies gained from on-campus academic programs.

5. All courses have regularly employed faculty members responsible for all students participating in external instruction courses.

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

**Time Limitation**

**Master, Specialist, and Doctoral degrees.** Work to be applied toward any master, specialist, or doctoral degree must be completed within six years immediately preceding the completion of requirements for the degree. Graduate credits to be accepted in transfer must have been earned within the six-year period.
Extension of time limits will only be granted based on compelling reasons or circumstances. Extensions must have the approval of the student's advisor, the head of the department of the student's program, and the Dean of Graduate School and Research. Requests must be submitted in writing detailing the reasons for and circumstances surrounding the request. The request must also detail any remaining degree requirements and a timeline for completion. The Dean of Graduate School may establish conditions for any approved extension.

**Course Credit Policies and Abbreviations**

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

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

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

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

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

**Program Completion and Graduation**

**Graduate Degree Requirements and Information**

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

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

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

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

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

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

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

**Enrollment in Semester of Degree Conferral**

- All students must be enrolled in the term for which they have applied for graduation.
- If during the graduation term, degree requirements are not completed, the Application for Graduation may roll forward with the permission of the Academic Advisor, Graduate Program Director, or Department Head. The Stop Out Policy applies to students who stop out (http://catalog.wcu.edu/content.php?catoid=34&navoid=980).
- The Application for Graduation may roll forward no more than three terms.
- During the rollover period, students are not required by the Graduate School to be enrolled for credit. Programs may require enrollment during the rollover period to complete degree requirements.
- Special Note: If a student has not completed thesis or dissertation degree requirements, s/he must be enrolled in thesis or dissertation credit during the rollover term(s).
- If a student does not enroll during the three rollover terms, the student must: 1) reapply to the Graduate School and be admitted, 2) reenroll for at least one credit, and 3) must reapply for graduation.

**Program Completion**

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

**Thesis/Disquisition Programs:**

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

**Non-Thesis Option Programs**

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

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

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

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

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

Disquisition

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

A one page abstract of the disquisition proposal and list of references approved by the student's doctoral committee and the Dean of Graduate School and Research must be on file in the Graduate School. The abstract cover sheet can be downloaded from the Thesis and Disquisition Information and Resources web page or Ed.D. Program Student Center in Blackboard. Students should submit a disquisition abstract at least one semester prior to the semester in which they plan to graduate. A student cannot defend the proposal and the disquisition in the same semester. If the student's research involves human subjects, the protocol must be approved by the Institutional Review Board before the disquisition proposal can be approved. IRB instructions and forms can be found at the Tools and Forms website then choose Human Subjects (IRB) under Research Protections.

The completed, defended disquisition should be submitted to the Graduate School (via ProQuest/UMI Disquisition Publishing www.etdadmin.com/wcu) before the end of the semester at which the degree is to be conferred following the deadlines given in the Ed.D. Disquisition Formatting Guide in Blackboard (also see the Academic Calendar for deadline). After the disquisition has been reviewed, the student will receive an email regarding the Graduate School's approval or denial of the submission.

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

Certificates and Teacher Licensure

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

Licensure. It is the responsibility of the student to apply for an initial North Carolina teacher or school professional license or to upgrade an existing North Carolina license by contacting the licensure specialist in Killian Building, Room 230 (828.227.2000), at the beginning of the final semester. For current fees and licensure forms, consult http://teacherlicensure.wcu.edu or www.ncpublicschools.org/licensure/.
Clinical and Field Experiences in Programs Leading to Professional Education Licensure by the North Carolina Department of Public Instruction (DPI)

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

Foreign Language Requirement

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

Comprehensive Examinations

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

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

Student Rights and Regulations

Family Educational Rights and Privacy Act

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

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

4. The right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605 concerning alleged failures by Western Carolina University to comply with the requirements of FERPA.

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

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

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

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

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

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

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

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

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

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

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

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

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

Code of Ethics

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

Policy on Illegal Drugs

I. Purpose

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

II. Applicable Policies, Practices, and Programs

A. Education, Prevention, Counseling, and Rehabilitation

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

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

B. Enforcement and Penalties

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

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

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

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

III. Trafficking in Illegal Drugs

A. For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell, or deliver, of any controlled substance identified in Schedule I, North Carolina General Statutes 90-90, or Schedule II, General Statutes 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, and methaqualine), any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.

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

IV. Illegal Possession of Drugs

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

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

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

VI. Compliance with Federal Drug-free Workplace Act of 1988 Pertaining to Employees
A. As a condition of employment, an employee must abide by the terms of this policy and must notify his immediate supervisor at Western Carolina University of any criminal drug conviction occurring in the workplace no later than five days after that conviction.

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

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

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

Computer and Email Use Policies

Policy on Computer Abuse

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

Electronic Mail Policy

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

Users have the responsibility to use these resources in an efficient, effective, ethical and lawful manner. Use of the university's electronic mail system evidences the user's agreement to be bound by the university's Electronic Mail Policy. Violations of this policy may result in restriction of access to the university email system and/or other appropriate disciplinary action. University Policy #93, Electronic Mail Policy online at http://www.wcu.edu/discover/leadership/office-of-the-chancellor/legal-counsel-office/university-policies/numerical-index/university-policy-93.asp, ensures the appropriate use of the university's electronic mail system by its students, faculty and staff.

Changes in Requirements and Regulations

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

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

Graduate School Admission

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

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

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

• Admission Requirements
  o Degree Requirements
  o Graduate School Admission Requirements
  o Program Specific Admission Requirements
  o International Applicants - Additional Requirements
• Deadlines
• Application Review

Categories of Admission
  o regular
  o conditional
  o non-degree

Program Changes
Stop Out/Leave of Absence
Readmission
Application/Admission Deferral

Admission Requirements

Degree Requirements:

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

Graduate School Admission Requirements:

Applicants are required to:

• complete and submit an online application (http://www.wcu.edu/apply/graduate-school/admissions/apply-now.aspx)
• pay the non-refundable application fee
• provide transcripts from all colleges/universities attended
One unofficial transcript from each university attended should be uploaded within the online application. If you are offered admission, one official transcript showing a conferred baccalaureate or higher-level degree will be required prior to the first day of the enrollment term.

Applicants who have earned a degree from an institution outside the United States must have their transcripts evaluated by an accepted foreign credential evaluation service. A document-level transcript evaluation verifying baccalaureate-level degree must be submitted to the Graduate School directly from an approved third-party transcript evaluator. Programs may require course-level transcript evaluation for admission and/or transfer credit requests.

Submit any program specific admission materials

Program-Specific Admission Requirements:

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

International Applicants - Additional Requirements

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

Foreign Transcript Evaluation

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

- The transcript evaluation must verify that the applicant has earned a degree equivalent to a US baccalaureate-level degree from a regionally accredited college or university.
- Programs may require a course-level transcript evaluation for admission and/or transfer credit requests

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

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

Tests of Language Proficiency

Official scores on the Test of English as a Foreign Language (TOEFL) or the academic version of the International English Language Testing System (IELTS) are required for applicants from countries where English is not the primary language (scores cannot be more than 2 years old). A minimum score of 550 (paper-based), 213 (computer-based), or 79 (Internet-based) is required on the TOEFL. A minimum overall band score of 6.5 is required on the IELTS, with a minimum band score of 6 on each of the four modules.
Exceptions to the English Standardized exams are available for the categories listed below. For verification purposes applicants who qualify must request this exception for processing:

- Applicants from countries where English is the SOLE OFFICIAL language of instruction (Australia, Bahamas, Barbados, Canada - except Québec, England, Ghana, Ireland, India, Jamaica, Kenya, New Zealand, Nigeria, Scotland, St. Vincent and the Grenadines, Trinidad, Tobago, Uganda, and Wales)
- Applicants who have received or will receive a degree from an accredited university in the United States. If you are currently enrolled at a U.S. institution, you must submit an official transcript and verification of degree candidate status from that institution to qualify for a TOEFL or IELTS waiver
- Applicants who have received or will receive a degree from an accredited university where English is the SOLE language of instruction. If you are a degree candidate in a university where English is the SOLE language of instruction, you must submit an official verification from that university that English is the SOLE language of instruction along with your anticipated date of graduation to qualify for a TOEFL or IELTS waiver.
- Applicants who have successfully completed WCU’s Intensive English Program (IEP).

The Office of International Programs and Services may contact the applicant to obtain additional documentation.

Application deadlines and recommended timeline for international students applying to programs without specific deadlines are posted online under Admission Requirements.

**Deadlines**

The general Graduate School application deadline is the Monday one week prior to the start of the application term, as published in the academic calendar. Some programs have an earlier application deadline than the Graduate School. See the Early Program Application Deadlines and Graduate Degree Programs web pages for current information.

**Application Review**

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

**Categories of Admission**

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

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

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

- A conditionally admitted student can only attend classes for one semester while completing his/her application file. After the file is complete, the student will be considered for Regular Admission. If a conditionally admitted student fails to meet the requirements as stated in their conditional letter of acceptance, the student will not be allowed to enroll for any future terms until conditions are met.
- If a student is conditionally admitted, one or more of the following conditions may apply:
  - Must earn a GPA of 3.0 during the first term of enrollment
Non-degree Admission

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

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

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

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

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

Program Changes

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

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

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

Stop Out or Leave of Absence

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

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

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

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

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

Application/Admission Deferral

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

Degree-Granting Programs and Certificate Programs:

Educational Leadership (Ed.D.)

Program Admission Requirements

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

1. University Leadership: Master's degree from an accredited institution of higher education.
2. Community College Leadership: Master's degree from an accredited institution of higher education.
3. PK-12 Leadership: Master's degree in educational administration preferred; Master's degree in a related field (Education, Special Education, Curriculum and Instruction) will be considered; and leadership experience.

To be considered for admission, applicants are required to complete the Graduate School application through the Graduate School's online process, "Apply Yourself" and pay an application fee. Application includes:

- official scores from the Graduate Record Examination (GRE);
- official transcripts for all graduate work; documenting a cumulative GPA of at least 3.5;
- a resume indicating leadership experience;
- an application letter;
- names of three references who will be asked to submit an online recommendation

The Ed.D. is a competitive program with limited cohort size. Applications will be assessed by an admission committee comprised of faculty in the College of Education and Allied Professions. The committee will review all application materials. Applicants who exhibit the highest levels of:

- writing and communication skills,
- commitment to pursuing a career as an educational leader,
- the capacity for further graduate study, and
- the potential for senior-level leadership in PK-12, Community College or University educational institutions

will be invited for a personal interview, which is the next step in the admissions process. It is important for the applicant to understand that being invited to the interview does not mean acceptance into the program. The interview will involve:

- a writing exercise, and
- a meeting with members of the admissions committee to discuss the applicant's past professional experience, academic goals, ability to work collaboratively with others, and aspirations for future work upon successful completion of the degree.

* Applicants admitted to the P-12 Leadership concentration who intend to complete the requirements for a Superintendent's license must have earned a Principal's license prior to being admitted to the program.

Program Description

The Doctor of Education Degree Program in Educational Leadership prepares senior-level leaders for service in P-12 school systems, community colleges, and universities. Students in the Ed.D. program select one of three concentrations: 1) University Leadership, 2) Community College Leadership, or 3) PK-12 Leadership. The Ed.D. requires a minimum of 53 hours beyond the masters, and a minimum of 44 semester hours in the degree must be earned from WCU. Students admitted to the program may be permitted to transfer up to 9 graduate-level credits into the program, with program approval. The program is a cohort model in which all students progress through a prescribed sequence of courses in 9 consecutive semesters, including summers. Cohorts will meet face-to-face at least one weekend each month, with additional instruction delivered online. Students who are unable to
follow the schedule will be dropped from their cohort and assigned to the next available cohort. The program includes core coursework in leadership and research, written benchmark assessments, and a disquisition. Students are expected to complete the program within 3 years and must complete the program within 6 years. The areas in which courses must be completed are as follows:

**Leadership Core**

18 semester hours. The following courses are required and are to be completed in the order listed.

- EDL 822 - Leadership of Complex Educational Organizations **Credits: 3**
- EDL 824 - Leading Institutional Improvement **Credits: 3**
- EDL 826 - Policy Leadership **Credits: 3**
- EDL 828 - Human Resource Leadership **Credits: 3**
- EDL 830 - Applied Leadership Theory **Credits: 3**
- EDL 832 - Decision Making **Credits: 3**

**Research Core**

16 semester hours

The following courses are required and to be completed in the order listed.

- EDRS 800 - Analysis of Educational Research **Credits: 3**
- EDRS 801 - Methods in Improvement Science **Credits: 3**
- EDRS 802 - Design and Analysis of Educational Research **Credits: 3**
- EDRS 803 - Data Collection **Credits: 3**
- EDRS 804 - Data Analysis **Credits: 3**
- EDRS 805 - Data Representation **Credits: 1-3**

**Community College Leadership Concentration**

9 semester hours selected from:

- EDHE 805 - Role of Community College in Society **Credits: 3**
- EDHE 830 - Adult Programming in Community College **Credits: 3**
- EDHE 840 - Community College Finance & Business Operation **Credits: 3**
- EDL 793 - Topics in School Administration **Credits: 1-3, R12**
- EDL 794 - Topics in School Administration **Credits: 1-3**
- EDL 876 - Ethics in Educational Leadership **Credits: 3**
- EDL 896 - Seminar in School Law **Credits: 3**
- EDRS 820 - Program Evaluation for Educational Leaders **Credits: 3**

**P-12 Leadership Concentration**

9 semester hours selected from:

- EDL 793 - Topics in School Administration **Credits: 1-3, R12**
- EDL 794 - Topics in School Administration **Credits: 1-3**
- EDL 876 - Ethics in Educational Leadership **Credits: 3**
- EDL 877 - The Superintendency **Credits: 3**
- EDL 878 - District Level Leadership Credits: 3
- EDL 883 - Internship in Educational Leadership I Credits: 1, R3
- EDL 884 - Internship in Educational Leadership II Credits: 1-3, R3
- EDL 885 - Internship in Educational Leadership III Credits: 1-3, R3
- EDL 896 - Seminar in School Law Credits: 3
- *EDL 877 will be a required guided elective for students in the P-12 Leadership Concentration if they desire a Superintendent’s License.

**University Leadership Concentration**

9 semester hours selected from:

- EDL 793 - Topics in School Administration: The College Presidency Credits: 1-3
- EDL 793 - Topics in School Administration: Education Law & Public Policy Credits: 1-3
- EDL 794 - Topics in School Administration: Decision Making in Higher Education Credits: 1-3
- EDL 794 - Topics in School Administration: College Student Development Theory Credits: 1-3
- EDL 794 - Topics in School Administration: Comparative Higher Education Credits: 1-3
- EDL 794 - Topics in School Administration: History of Higher Education Credits: 1-3
- EDL 884 - Topics in School Administration: Higher Education & US Society Credits: 1-3
- EDL 794 - Topics in School Administration: Organization & Administration in Higher Education Credits: 1-3
- EDL 794 - Topics in School Administration: Philosophy of Education Credits: 1-3
- EDL 876 - Ethics in Educational Leadership II Credits: 3
- EDRS 820 - Program Evaluation for Educational Leaders Credits: 3

**Disquisition**

9 semester hours minimum

- EDL 899 - Disquisition in Educational Leadership Credits: 1-6, R12
- EDL 999 - Continuing Research-Disquisition Credits: 1-3, R24
- Oral Defense: All students must pass an oral defense of their disquisition in order to complete the program.

**Leadership Core**

18 semester hours. The following courses are required and are to be completed in the order listed.

- EDL 822 - Leadership of Complex Educational Organizations Credits: 3
- EDL 824 - Leading Institutional Improvement Credits: 3
- EDL 826 - Policy Leadership Credits: 3
- EDL 828 - Human Resource Leadership Credits: 3
- EDL 830 - Applied Leadership Theory Credits: 3
- EDL 832 - Decision Making Credits: 3

**Research Core**

16 semester hours

The following courses are required and to be completed in the order listed.
• EDRS 800 - Analysis of Educational Research Credits: 3
• EDRS 801 - Methods in Improvement Science Credits: 3
• EDRS 802 - Design and Analysis of Educational Research Credits: 3
• EDRS 803 - Data Collection Credits: 3
• EDRS 804 - Data Analysis Credits: 3
• EDRS 805 - Data Representation Credits: 1-3

Community College Leadership Concentration

9 semester hours selected from:

• EDHE 805 - Role of Community College in Society Credits: 3
• EDHE 830 - Adult Programming in Community College Credits: 3
• EDHE 840 - Community College Finance & Business Operation Credits: 3
• EDL 793 - Topics in School Administration Credits: 1-3, R12
• EDL 794 - Topics in School Administration Credits: 1-3
• EDL 876 - Ethics in Educational Leadership Credits: 3
• EDL 896 - Seminar in School Law Credits: 3
• EDRS 820 - Program Evaluation for Educational Leaders Credits: 3

P-12 Leadership Concentration

9 semester hours selected from:

• EDL 793 - Topics in School Administration Credits: 1-3, R12
• EDL 794 - Topics in School Administration Credits: 1-3
• EDL 876 - Ethics in Educational Leadership Credits: 3
• EDL 877 - The Superintendency Credits: 3
• EDL 878 - District Level Leadership Credits: 3
• EDL 883 - Internship in Educational Leadership I Credits: 1, R3
• EDL 884 - Internship in Educational Leadership II Credits: 1-3, R3
• EDL 885 - Internship in Educational Leadership III Credits: 1-3, R3
• EDL 896 - Seminar in School Law Credits: 3

*EDL 877 will be a required guided elective for students in the P-12 Leadership Concentration if they desire a Superintendent's License.

Disquisition

9 semester hours minimum

• EDL 899 - Disquisition in Educational Leadership Credits: 1-6, R12
• EDL 999 - Continuing Research-Disquisition Credits: 1-3, R24

Oral Defense: All students must pass an oral defense of their disquisition in order to complete the program.
Nursing (D.N.P.) Doctor in Nursing Practice

Requires 42 hours.

The Post-Masters Doctor of Nursing Practice degree prepares graduates to analyze systems of care and provide transformational leadership to improve patient safety, quality of care, and implement evidence-based culturally competent care practices. Graduates from this program will be able to interpret and apply research findings to practice settings, determine and measure systems and population outcomes, manage information systems and use appropriate technology for health and risk communication. Upon completion of the DNP program, graduates will:

- Analyze and integrate evidence from nursing science with evidence from other relevant scientific disciplines to form a scientific foundation for advanced practice in nursing.
- Apply clinical scholarship, scientific evidence, and analytical methods to improve health care outcomes.
- Develop and evaluate systems to enhance safety and quality of health care.
- Advocate and participate in collaborative interdisciplinary efforts to improve health outcomes at the practice/organization, community, state and national levels.
- Engage in culturally competent and ethically sound advanced nursing practice.
- Demonstrate leadership in the improvement of patient outcomes and transformation of health care delivery.
- Manage directly the complex problems of clients/populations and systems to facilitate access and navigation of the health care system to improve health outcomes.

Admissions Requirements for Post-MSN DNP:

- An overall GPA of at least 3.5 (on a 4.0 scale) in the MSN program as documented by official transcripts.
- Earned master's in nursing in an advanced nursing practice specialty from a nationally accredited program.
- Current RN licensure in their state of residence.
- Evidence of a national standardized test score (e.g. GRE, MAT, GMAT).
- APRNS must provide evidence of current national certification and meet the requirements for practice in their state of residence.
- An essay that address, 1) advanced practice expertise, 2) career goals, 3) how the DNP will foster achievement of these goals, and 4) plans for DNP project.
- Resume/curriculum vitae.
- Three recommendations that should address the practice capabilities of the candidate.
- For international students, submission of TOEFL scores with a minimum score of 557 for the paper test and 220 for the computer test.
- Additional evidence for consideration of the application can be uploaded (e.g. publications, posters, evidence-based practice projects).
- Applicants who do not meet the above criteria can meet with the Program Coordinator to discuss other factions that may have a bearing on admission.
- Evidence of 500 supervised clinical hours within the MSN program.

Program Requirements

Students must maintain a cumulative 3.0 GPA. A student who accumulates two grades of C, or any grade of F, or U will automatically be dismissed from the DNP Program. This standard superceeds the WCU Graduate School standard.
Major Requirements

Theoretical Base Courses (15 credits)

- NSG 822 - Health Care Policy and Ethics Credits: 3
- NSG 823 - Economic and Financial Aspects of Healthcare Systems Credits: 3
- NSG 826 - Leadership and Health Care Systems Credits: 3
- NSG 816 - Global Health and Social Justice Credits: 3
- NSG 827 - Communication and Technology for Transforming Healthcare Credits: 3

Methodological Issues Courses (15 credits)

Guided Electives (9 credits)

Clinical Residency and Project Courses (9 credits)

- NSG 883 - Clinical Residency and Project Development I Credits: 2
- NSG 884 - Clinical Residency and Project Development II Credits: 2
- NSG 885 - Clinical Residency and Project Development III Credits: 3
- NSG 886 - Clinical Residency and Project Development IV Credits: 2

Graduation Requirements

Completion of required Residency/Clinical Project hours, successful presentation and implementation of a project, completion of a successful final paper and oral presentation, and submission for publication or submission of a presentation at a state, regional or national conference during the enrollment in DNP scholarly project courses.

Nursing (DNP) Doctor of Nursing Practice - Nurse Anesthesia Concentration

The Nurse Anesthesia Program will provide students with academic and clinical experiences that lead to a DNP degree. The 36 month program is full-time and requires a minimum of 86 course credits. New classes will be admitted in May of each year for the summer semester. The program will require travel to assigned clinical facilities in Western North Carolina, Upstate South Carolina, And Louisville, Kentucky including weekend and call rotations. A written comprehensive exam will be required during the final semester. The research requirement is a six-hour project that is to be completed during the final semesters of the program.

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

Program Requirements

Students must maintain a cumulative 3.0 GPA. A student who accumulates two grades of C, or any grade of F, or U will automatically be dismissed from the DNP Program. This standard supersedes the WCU Graduate School standard.
Major Requirements

DNP Core Courses (18 credits)

- NSG 822 - Health Care Policy and Ethics Credits: 3
- NSG 823 - Economic and Financial Aspects of Healthcare Systems Credits: 3
- NSG 826 - Leadership and Health Care Systems Credits: 3
- NSG 802 - Community Epidemiology Credits: 3
- NSG 814 - Foundations and Applications of Evidence-Based Practice Credits: 3
- NSG 817 - Applied Biostatistics Credits: 3

Nurse Anesthesia Track Core Courses (39 credits)

- NSG 800 - Professional Aspects of Nurse Anesthesia Practice Credits: 3
- NSG 801 - Essentials of Academic Writing Credits: 1
- NSG 808 - Foundational Science for Nurse Anesthesia Credits: 2
- NSG 810 - Advanced Physical Assessment and Diagnosis Credits: 3
- NSG 830 - Advanced Physiology for Nurse Anesthetists Credits: 3
- NSG 831 - Advanced Pathophysiology for Nurse Anesthetists I Credits: 3
- NSG 832 - Advanced Pathophysiology for Nurse Anesthetists II Credits: 3
- NSG 840 - Basic Principles of Anesthesia Credits: 3
- NSG 841 - Advanced Principles of Anesthesia I Credits: 3
- NSG 842 - Advanced Principles of Anesthesia II Credits: 3
- NSG 843 - Advanced Principles of Anesthesia III Credits: 3
- NSG 861 - Advanced Anesthesia Pharmacology I Credits: 4
- NSG 862 - Advanced Anesthesia Pharmacology II Credits: 3
- NSG 888 - Nurse Anesthesia Review Credits: 2

Clinical Anesthesia Practicum and Seminar Courses (23 credits)

- NSG 901 - Clinical Anesthesia Practicum I Credits: 2
- NSG 902 - Clinical Anesthesia Practicum/Seminar II Credits: 2
- NSG 903 - Clinical Anesthesia Practicum/Seminar III Credits: 3
- NSG 904 - Clinical Anesthesia Practicum/Seminar IV Credits: 4
- NSG 905 - Clinical Anesthesia Practicum/Seminar V Credits: 4
- NSG 906 - Clinical Anesthesia Practicum/Seminar VI Credits: 4
- NSG 907 - Clinical Anesthesia Practicum/Seminar VII Credits: 4

DNP Project (6 credits)

- NSG 991 - DNP Project Development I Credits: 1
- NSG 992 - DNP Project Development II Credits: 1
- NSG 993 - DNP Project Development III Credits: 1
- NSG 994 - DNP Project Development IV Credits: 2
- NSG 995 - DNP Project Development V Credits: 1
Graduation Requirements

Completion of required Clinical and Project hours, successful (greater than or equal to 70% grade) completion of a comprehensive exam, and submission for publication or submission of a presentation at a state, regional or national conference during the enrollment in DNP project courses.

Post-Master’s Doctor of Nursing Practice

Program Admission Requirements

In addition to the Graduate School Admission Requirements, applicants for the Post-Master's Doctor of Nursing Practice Program must possess:

- An overall GPA of at least 3.5 (on a 4.0 scale) in the MSN program as documented by official transcripts.
- Earned master’s in nursing in an advanced nursing practice specialty from a nationally accredited program.
- Current RN licensure in their state of residence.
- APRNs must provide evidence of current national certification and meet the requirements for practice in their state of residence.
- An essay that addresses, 1) advanced practice expertise, 2) career goals, 3) how the DNP will foster achievement of these goals, and 4) plans for DNP project.
- Resume/curriculum vitae.
- Three recommendations that should address the practice capabilities of the candidate.
- Additional evidence for consideration of the application can be uploaded (e.g. publications, posters, evidence-based practice projects).
- Post-Master’s applicants who hold one of the following national certifications will be automatically awarded 500 clinical hours upon admission, and do not need to provide evidence of supervised clinical hours:
  1. AACN or AANP National certification as a Nurse Practitioner in specialty
  2. NBCRNA as a Nurse Anesthetist
  3. AONE Certification in Executive Nursing Practice (CENP)
  4. ANCC Nurse Executive-Advanced
  5. ANCC Clinical Nurse Specialist in specialty
  6. CNC as a Clinical Nurse Leader
- Applicants who do not hold a national certification must provide evidence of 500 supervised clinical hours completed within their MSN program.
- Applicants who do not meet the above criteria can meet with the Program Coordinator to discuss other factors that may have a bearing on admission.

Program Description

The Doctor of Nursing Practice (DNP) is the terminal practice degree in Nursing. This degree builds upon the student's current knowledge of clinical practice. The DNP will prepare students to practice at the highest clinical level and provide leadership in our dynamic healthcare systems. Graduates of the program will be able to analyze systems of care and provide high level leadership to improve patient safety and quality of care and to implement evidence-based culturally competent care practices.

The Dual DNP is a hybrid program in partnership with UNC-Charlotte, and is designed to prepare nurses for leadership in clinical practice. The DNP program can be completed in five semesters. New cohorts begin each Fall semester. The Dual DNP requires 42 post-master's graduate semester credit hours of coursework and completion of a total of 1,000 clinical practice hours (includes 500 from MSN program).

In addition to the academic requirements, students are expected to adhere to the technical and professional standards of the program. For the most up to date information regarding these standards, program suspension, and termination refer to the program’s website linked from the College of Health and Human Sciences.
Physical Therapy (D.P.T.)

Total number of hours for program: 112.

Program Admission Requirements

Applicants for the physical therapy program are required to complete the Graduate School application, pay the application fee and submit official scores from the Graduate Record Examination (GRE) through the Graduate School's online process, "Apply Yourself". In addition, applicant's must apply through the Physical Therapy Central Application Service (PTCAS). The PTCAS requires that applicants list all undergraduate and graduate courses and verify with an official transcript; and list three references who will be expected to submit a reference online.

To qualify for Regular Admission, applicants are expected to have completed a baccalaureate degree from a regionally accredited college or university with a minimum overall GPA of 3.0. In addition, applicants must have completed the following courses prior to admission: 6-8 semester hours of human anatomy and human physiology; 6-8 semester hours of general chemistry; 6-8 semester hours of general physics and 3 semester hours of statistics. All science courses must include laboratory components. Applicants must have successfully completed all outstanding pre-requisite courses prior to enrolling in physical therapy courses. Pre-requisite coursework must have been completed within the last 7 years prior to the projected enrollment date. The department accepts only full-time students. All accepted students are required to have a criminal background check completed consistent with policy and procedures established by the College of Health and Human Sciences.

Program Description

The Doctor of Physical Therapy degree program requires a minimum of 112 hours of approved coursework, including at least 34 full-time clinical practicum experiences (34 weeks total). The curriculum consists of basic sciences, physical therapy sciences, scientific inquiry, clinical logic, and clinical practicum experiences.

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

Completion of the following coursework and successful performance on a comprehensive examination are required for graduation. The program is structured as a lockstep full-time curriculum that is 33 months in length. Regardless of the circumstances, the program must be completed within 6 years.

Year One

Fall Semester

- PT 811 - Physical Therapy Science I Credits: 3 SH
- PT 821 - Human Anatomy I Credits: 3 SH
- PT 823 - Clinical Biomechanics I Credits: 4 (3 lecture 2 lab)
- PT 831 - Exercise Physiology Credits: 3 SH
- PT 841 - Research Methods and Statistics I Credits: 2
- PT 895 - Professional Practice I Credits: 2 SH

Spring Semester

- PT 812 - Physical Therapy Science II Credits: 4 SH
- PT 822 - Human Anatomy II Credits: 2 SH
- PT 824 - Clinical Biomechanics II Credits: 4 SH
• PT 832 - Human Pathophysiology **Credits:** 3 SH
• PT 842 - Research Methods and Statistics II **Credits:** 2 SH
• PT 883 - Clinical Practicum I **Credits:** 3 SH
• PT 896 - Professional Practice II **Credits:** 1 SH

**Summer Semester**

• PT 813 - PT Science III **Credits:** 2
• PT 815 - Medical Screening, Diagnostics, and Pharmacology I **Credits:** 2
• PT 826 - Cardiovascular and Pulmonary Physical Therapy **Credits:** 3
• PT 827 - Pediatric Physical Therapy I **Credits:** 2 SH
• PT 835 - Administration & Management of Physical Therapy Practice **Credits:** 3 SH

**Year Two**

**Fall Semester**

• PT 843 - Research Methods and Statistics III **Credits:** 2 SH
• PT 884 - Clinical Practicum II **Credits:** 3 SH
• PT 899 - Doctoral Project **Credits:** 2 (R4)
• PT 921 - Neuroanatomy **Credits:** 2 SH
• PT 922 - Neuroscience **Credits:** 2 SH
• PT 951 - Musculoskeletal Physical Therapy I **Credits:** 4 SH
• PT 997 - Professional Practice III **Credits:** 2 SH

**Spring Semester**

• PT 816 - Medical Screening, Diagnostics, and Pharmacology II **Credits:** 1
• PT 844 - Research Methods and Statistics IV **Credits:** 2 SH
• PT 861 - Motor Behavior **Credits:** 2 SH
• PT 899 - Doctoral Project **Credits:** 2 (R4)
• PT 923 - Neuromuscular Physical Therapy I **Credits:** 4 SH
• PT 952 - Musculoskeletal Physical Therapy II (Spine) **Credits:** 4 SH
• PT 998 - Professional Practice IV **Credits:** 1 SH

**Summer Semester**

• PT 814 - Physical Therapy Science IV **Credits:** 3 SH
• PT 983 - Clinical Practicum III **Credits:** 5 SH
• PT 825 - Clinical Biomechanics III **Credits:** 3 SH
Year Three

Fall Semester

- PT 924 - Neuromuscular Physical Therapy II Credits: 3 SH
- PT 927 - Pediatric Physical Therapy II Credits: 3 SH
- PT 930 - Health Promotion & Wellness I Credits: 2
- PT 945 - Physical Therapy for Older Adults Credits: 2 SH
- PT 954 - Clinical Reasoning Credits: 3 SH

Spring Semester

- PT 920 - Capstone Course Credits: 1 SH
- PT 984 - Clinical Practicum IV Credits: 6

Accountancy (M.Acc.)

Program Admission Requirements

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

1) the applicant has previously passed the Uniform CPA examination, or

2) the applicant has an undergraduate degree with a major in accounting from an AACSB-accredited institution having a cumulative undergraduate GPA of 3.60 or better and a GPA of 3.25 or better in the aggregate of intermediate financial accounting I, intermediate financial accounting II, cost accounting, and income tax accounting, or

3) the applicant holds a master's or terminal degree.

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

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

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

Accelerated Bachelor’s/Master’s (ABM) Track

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

- The student meets the current GMAT waiver policy consisting of a 3.60 GPA overall and a 3.25 GPA in the four prerequisite accounting courses (ACCT 275, 352, 355 and 356), as outlined in item 2) above.
- The student must have earned at least 75 student credit hours at the time of application consideration by the program.

Other parameters are as follows:

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

Courses available to ABM students include:

- ACCT 601 – Financial Analysis
- ACCT 620 – Income Tax Theory and Application
- ACCT 625 – Advanced Accounting Information Systems
- ACCT 635 – Governmental and Nonprofit Accounting
- ACCT 645 – Advanced Individual Taxation
- ACCT 651 – Advance Managerial Accounting
- ACCT 683 – Accounting Internship

Program Description

In order to be awarded a Master of Accountancy (M.Acc.) degree, the student applicant must achieve a 3.0 grade point average in all required courses. The program leading to the Master of Accountancy requires the completion of 30 semester hours at the 600 level, including:
Core Courses (18 hours):

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

Other Elective Courses (12 hours):

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

Certificate in Project Management (12 hours):

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

**English (M.A.)**

**Program Admission Requirements**

In addition to the Graduate School Admission Requirements, applicants must have achieved an average grade of B or higher in upper-level undergraduate courses in the major. A writing sample and two recommendations addressing the applicant's aptitude for graduate study are required, and the GRE General Test (gre.org) is optional.

**Program Description**

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

- Thesis Option: 6 hours of thesis and 6 hours of ENGL electives
- Non-Thesis Option: 12 hours of ENGL electives

In addition to the coursework, all M.A. in English students must successfully pass written comprehensive examinations based on reading lists and content knowledge, which are specific to each concentration. For those writing a thesis, a final oral defense is required. For more information on the M.A. in English, see the current Guide to Graduate Studies in English available at gradeenglish.wcu.edu. (Any student who receives two final course grades of C or one final course grade of F will be dismissed from the program.)

**Core requirements (12 hours)**

ENGL 618 - Research Methods in English (3 credit hours) and one course from each concentration (9 total credit hours).
Concentrations (9 hours)

Professional Writing Concentration (9 hours)

- ENGL 501 - Writing for Careers Credits: 3
- ENGL 502 - Technical Writing for Industry Credits: 3
- ENGL 529 - Advanced Studies in Technical and Professional Writing Credits: 3
- ENGL 589 - Co-op: Writing and Editing Credits: 3, R6
- ENGL 603 - Proposal and Grant Writing Credits: 3
- ENGL 604 - Writing for Electronic Environments Credits: 3
- ENGL 605 - Advanced Issues in Technical and Professional Writing Credits: 3
- ENGL 606 - Nonfiction Writing Credits: 3
- ENGL 607 - Technical and Professional Editing Credits: 3

Literature Concentration (9 hours)

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

Rhetoric and Composition Concentration (9 hours)

• ENGL 514 - Teaching Writing Credits: 3
• ENGL 610 - Rhetorical Theory Credits: 3
• ENGL 611 - Mountain Area Writing Project Credits: 6
• ENGL 612 - The Mountain Area Writing Project (Level 2) Credits: 3
• ENGL 613 - Stylistics Credits: 3
• ENGL 614 - Contemporary Rhetoric Credits: 3
• ENGL 693 - Special Topics in English Credits: 3, R6
• ENGL 694 - Special Topics in Rhetorical Theory Credits: 3, R6
• ENGL 695 - Contemporary Composition Theory Credits: 3, R6

Electives (12 hours, of which 6 may be Thesis)

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

Thesis students must take 6 hours of ENGL 699 - Thesis Research and 6 hours of courses selected from the three concentrations above or from the following courses; Non-thesis Options students must take at least 12 hours of electives selected from the three concentrations above or from the following courses:

• ENGL 515 - Linguistics Credits: 3
• ENGL 516 - Teaching English as a Second Language Credits: 3
• ENGL 517 - Methods of Teaching Literature Credits: 3
• ENGL 615 - Linguistic Perspectives Credits: 3
• ENGL 617 - Historical Linguistics Credits: 3
• ENGL 619 - English Grammars Credits: 3
• ENGL 625 - Applied Phonetics and Pronunciation Teaching Credits: 3
• ENGL 635 - Teaching Grammar, Reading and Writing to ESL Students. Credits: 3
• ENGL 645 - Second Language Acquisition and TESOL Methodology Credits: 3
• ENGL 655 - Professional Development of the ESL Teacher Credits: 3
• ENGL 699 - Thesis Research Credits: 3, R12

TESOL Course Approval

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

The English Department offers the following post-baccalaureate certificates: Technical and Professional Writing (Post Baccalaureate Certificate) TESOL (Post Baccalaureate Certificate).

History (M.A.)

Program Admission Requirements

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

Program Description

The program for the M.A. degree in history (American or European concentration) requires a minimum of 30 semester hours (at least 18 of the 30 hours must be at the 600 level) of graduate study, satisfactory performance in a foreign language examination approved by the history department, and a satisfactory performance in a comprehensive written examination over all coursework for the degree. Students will choose one of the following options:

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

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

Thesis Option (American or European concentration) Hours:30

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

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

Requires a minimum of 30 semester hours of approved coursework, including 3 hours of HIST 699 for those writing a thesis; 18 hours (3 additional hours for non-thesis option - 21 hours) in American history courses (including HIST 545 and 631); 9 hours in Cherokee Studies concentration selected from: ANTH 561, ANTH 573, ASI 594, ENGL 564, or other courses approved by the graduate advisor.

Public History Option (American concentration) Hours:30

This is a non-thesis option designed to prepare students for entry-level positions related to public history. It requires the completion of a minimum of 30 semester hours of approved coursework, including: HIST 631 and 688; 9 hours selected from HIST 571, 572, 573, 574; and 15 hours of guided electives exclusive of public history courses.
Psychology (M.A.)

Program Admission Requirements

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

Program Description

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

Clinical Psychology Concentration: 53 hours

The clinical psychology concentration requires the completion of:

- PSY 548 - Human Neuropsychology Credits: 3
- PSY 599 - Thesis Proposal Credits: 3
- PSY 650 - Advanced General Psychology Credits: 3
- PSY 651 - Advanced Research Methods and Statistics I Credits: 4
- PSY 652 - Advanced Research Methods and Statistics II Credits: 3
- PSY 661 - Psychological Assessment I Credits: 4
- PSY 662 - Personality Assessment Credits: 3
- PSY 671 - Advanced Psychopathology Credits: 3
- PSY 672 - Empirically Based Treatments Credits: 3
- PSY 675 - Cognitive Behavioral Interventions Credits: 3
- PSY 677 - Group Psychotherapy Credits: 3
- PSY 680 - Directed Study in Psychology Credits: 3, R9
- PSY 699 - Thesis Credits: 3, R6
  (6 hours required)

Electives Hours: 9

(Electives must be approved by the program director.)

General Experimental Psychology Concentration: 37 hours

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

- PSY 544 - Cognitive Psychology Credits: 3
- PSY 599 - Thesis Proposal Credits: 3
- PSY 610 - Advanced Social Psychology Credits: 3
- PSY 650 - Advanced General Psychology Credits: 3
- PSY 651 - Advanced Research Methods and Statistics I Credits: 4
- PSY 652 - Advanced Research Methods and Statistics II Credits: 3
- PSY 680 - Directed Study in Psychology Credits: 3, R9
  (6 hours)
- PSY 699 - Thesis Credits: 3, R6
  (6 hours required)
Elective Hours: 6

(Electives must be approved by the program director.)

Comprehensive Requirement

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

Counseling, School (M.A.Ed.)

Program Admission Requirements: In addition to the Graduate School Admission Requirements, applicants must submit a personal goal statement, education and work history resume, three recommendations from academic and/or employment sources, and at least one of the following:

- Bachelor's degree overall GPA of 3.0 or higher
- Master's degree
- GRE scores of at least 150 on Verbal or Quantitative and 4.0 on Analytical

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

Professional Core (30 hours)

- COUN 500 - Comprehensive Examination Credits: 0
- COUN 605 - The Helping Relationship Credits: 3
- COUN 610 - Family Counseling Credits: 3
- COUN 615 - Cross-cultural Counseling Credits: 3
- COUN 625 - Developmental Perspectives of Counseling Credits: 3
- COUN 630 - Theories and Techniques of Counseling Credits: 3
- COUN 635 - Group Methods in Counseling Credits: 3
- COUN 640 - Assessment in Counseling Credits: 3
- COUN 650 - Career Development Credits: 3
- COUN 667 - The DSM and Effective Treatment Planning in Counseling Credits: 3
- (COUN 670 - Research in Counseling Credits: 3, or
- EDRS 602 - Methods of Research Credits: 3)

Specialty Requirements (30 hours)

3 hours guided electives

- COUN 602 - Professional and Ethical Issues in Counseling Credits: 3
- COUN 617 - Addictions Counseling Credits: 3
- COUN 620 - Counseling Children and Adolescents Credits: 3
- COUN 633 - Crisis Intervention and Trauma Therapy Credits: 3
- COUN 645 - Consultation and Collaboration Credits: 3
Education - Comprehensive Education (M.A.Ed.)

Program Description

The program leading to the M.A.Ed. degree in comprehensive education requires a minimum of 30-36 semester hours of graduate study consisting of a professional core of 12 semester hours and a concentration of 12-24 hours. Each of the concentrations leads to a recommendation for Advanced Competencies licensure from the North Carolina Department of Public Instruction. Concentrations may have additional requirements for admission specific to the concentration. Completion of degree requirements includes a satisfactory portfolio demonstrating advanced competencies for all concentrations. Candidates with current National Board Certification in the concentration area have demonstrated advanced competencies and are exempted from the required portfolio. An oral and/or written exam may be required for some concentrations.

Program Admission Requirements

In addition to the Graduate School Admission Requirements, applicants for some M.A.Ed. programs must submit a written essay. Instructions for the essay vary by concentration and will include topic(s) and length specified by the concentration and description of the evaluation process. All programs require three recommendations from former instructors or employers who are in a position to judge the applicant's aptitude for graduate study. Applicants must meet the requirements for admission based on the written essay and an undergraduate grade point average for the last sixty hours of the baccalaureate program. Applicants must hold or be eligible to hold a North Carolina Class A teaching license, or a comparable license from another state, in the chosen field unless admission is sought to certain programs in which licensure is not a factor. Concentration specific requirements include:

- **Comprehensive Education - English** must submit a senior level analytic essay that synthesizes multiple sources and articulates an argument.
- **Comprehensive Education-Elementary and Middle Grades** - must submit a written essay. Additional prerequisite coursework may be required.
- **Comprehensive Education-Special Education** - must submit a written essay. Additional prerequisite coursework may be required.
- **Comprehensive Education-Biology and Social Sciences** - must submit a satisfactory score on the General Test of the Graduate Record Examinations (GRE)

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

Licensure in AIG may be obtained by teachers holding or eligible for a North Carolina license in any area. The licensure program is completely online with the exception of a one-week field experience associated with SPED 500 that takes place in the summer. Credits earned may be applied to the gifted concentration in the MAEd program in special education. The program requires 12 hours and includes the following:

- **SPED 500 - Creative Thinking and Problem Solving** Credits: 3
- **SPED 571 - Foundations of Gifted and Creative Education** Credits: 3
- **SPED 575 - Methods and Models of Gifted and Creative Education** Credits: 3
- **SPED 577 - Curriculum Differentiation for Gifted and Creative Learners** Credits: 3
Professional Core - 12 Hours

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

- EDCI 609 - Assessment of Instruction Credits: 3
- EDCI 616 - Advanced Studies in Teacher Leadership Credits: 3
- EDRS 602 - Methods of Research Credits: 3
- SPED 620 - Education in a Diverse Society Credits: 3
  Or
- SPED 640 - Universal Design for Learning Credits: 3

Art Concentration (24 hours)

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

Methods:

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

Art Content Area

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

Biology Concentration (24 hours)

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

Methods:

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

Biology Content Area

18 hours of Biology courses as follows: Eighteen semester hours from any 500-600 level Biology course, except BIOL 699. At least 6 hours must be taken from courses numbered 600 or above.
Elementary Education Concentration (12 hours) to include:

(In addition to the Professional Core)

Elementary Education Core

The Elementary Education Core includes requirements beyond the Professional Core.

Research (6 hours)

- ELMG 609 - Issues & Trends in the Classroom Research Design for Elementary & Middle Grades Credits: 3
- ELMG 697 - Research Seminar in Elementary & Middle Grades Education Credits: 3
  (This is a required CAPSTONE course.)

Option 1 - Gifted, Creative and Innovative Education (AIG)

Required courses for the AIG concentration:
- SPED 500 - Creative Thinking and Problem Solving Credits: 3
  (a one week residential field experience at WCU is required)
- SPED 571 - Foundations of Gifted and Creative Education Credits: 3
- SPED 575 - Methods and Models of Gifted and Creative Education Credits: 3
- SPED 577 - Curriculum Differentiation for Gifted and Creative Learners Credits: 3

Option 2 - Literacy

Required courses for the Literacy concentration:

Literacy Concentration:
- ELMG 655 - Content Area Reading in Science & Mathematics Credits: 3
- ELMG 668 - Instructional Technology & Design Credits: 3
- EDRD 631 - Intensive Study of Writing Credits: 3, R9
- EDRD 640 - Reading Diagnosis & Instruction Credits: 3

English Concentration (24 hours)

(In addition to the Professional Core)

Methods:

Six hours are required.
- ENGL 514 - Teaching Writing Credits: 3
- ENGL 517 - Methods of Teaching Literature Credits: 3
British Literature:

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

American Literature:

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

Other Literature:

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

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

Guided Electives:

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

Additional Information:

English Comprehensive Examinations on both early and later literature and a Master Teacher Project are required. Neither a thesis nor foreign language proficiency is required. For reading lists, sample exams, and other information about the English concentration, see the current Guide to Graduate Studies in English, available online.

Middle Grades Concentrations (18 hours) to include:

(In addition to the Professional Core)

Middle Grades Core

The Middle Grades Core are requirements beyond the Professional Core.

Required Courses (9 hours):

- ELMG 609 - Issues & Trends in the Classroom Research Design for Elementary & Middle Grades Credits: 3
- ELMG 697 - Research Seminar in Elementary & Middle Grades Education Credits: 3
- EDMG 620 - Middle Grades Curriculum, Instruction, & Assessment Credits: (3)
Middle Grades Concentration: Mathematics (9 hours)

Choose any 3 of the following courses.
- ELMG 605 - Curriculum in Mathematics Education Credits: 3
- ELMG 607 - Problem-Solving in Mathematics Education Credits: 3
- ELMG 608 - Diagnosis and Remediation in Mathematics Education Credits: 3
- ELMG 611 - Research in Mathematics Teaching & Learning Credits: 3

Middle Grades Concentration: Language Arts/Literacy (9 hours)

Choose any 3 of the following courses.
- ELMG 655 - Content Area Reading in Science & Mathematics Credits: 3
- ELMG 668 - Instructional Technology & Design Credits: 3
- EDRD 631 - Intensive Study of Writing Credits: 3, R9
- EDRD 640 - Reading Diagnosis & Instruction Credits: 3

Social Sciences Concentration (24 hours)

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

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

Social Science Content Area:

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

Special Education Concentration (18-21 hours) to include:

(In addition to the Professional Core)

Emphasis:

Must declare and complete eighteen to twenty-one (18-21) hours from one of the three emphasis options listes below:

Option 1 - Gifted, Creative and Innovative Education

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

Content Area: Gifted, Creative and Innovative Education (9 hours)
- SPED 571 - Foundations of Gifted and Creative Education Credits: 3
• ENT 601 - Entrepreneurial Innovation **Credits:** 3
• SPED 684 - Social and Emotional Issues of Exceptional Learners **Credits:** 3

*Methods: 9 hours*

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

**Option 2 - General Curriculum: Mild to Moderate Disabilities**

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

*Content Area: Mild to Moderate Disabilities (9 hours)*

• SPED 681 - Seminar in Learning Disabilities **Credits:** 3
• SPED 682 - Research in Special Education **Credits:** 3
• SPED 684 - Social and Emotional Issues of Exceptional Learners **Credits:** 3

*Methods: 9 hours*

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

**Option 3 - Adapted Curriculum: Severe/Profound Disabilities**

Choose eighteen (18) hours from Content Area list of courses and three (3) hours from the Guided Electives list.

*Content Area: Severe to Profound Disabilities (18 hours)*

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

*(Must be taken for a total of 3 hours to meet the required eighteen (18) hours in the content)*

*Guided Electives: 3 hours*

• CSD 594 - Topics in Communication Disorders **Credits:** 1-3, R6
• PT 665 - Physical Care and Management of Students with Severe/Profound Disabilities **Credits:** 3
• SPED 635 - Introduction to Autism Spectrum Disorders **Credits:** 3
• SPED 636 - Evidence-Based Methods for Teaching Students with Autism Spectrum Disorders **Credits:** 3
Educational Supervision (M.A.Ed.)

Program Description:

The M.A.Ed. degree in supervision requires a minimum of 30 semester hours. The international concentration is offered in Jamaica and in other English speaking schools preparing young people for study in English speaking universities. It does not lead to North Carolina licensure.

To comply with the University Council of Jamaica (UCJ), master’s programs in Jamaica will consist of 36 semester hours. Six additional hours must be completed by students in Jamaica.

Professional Component (12 hours)

Twelve total credit hours. Program director selects either PSY 621 or 622.

- EDCI 613 - The Teacher Leader Credits: 3
- EDRS 602 - Methods of Research Credits: 3
- PSY 622 - Academic Interventions and Settings Credits: 3
- SPED 620 - Education in a Diverse Society Credits: 3
- PSY 621 - Advanced Educational Psychology Credits: 3

Supervision, Curriculum and Instruction (9 hours)

- EDSU 605 - Principles of Supervision Credits: 3
- EDSU 630 - School Improvement Credits: 3
- EDCI 604 - Curriculum Development Credits: 3

International and specialty electives approved by coordinator (9 credit hours)

- EDCI 603 - Comparative Education Credits: 3
- ELMG 566 - Computers in Education Credits: 3
- COUN 600 - Individual and Group Helping Skills Credits: 3
- EDRS 709 - Assessment for the Advancement of Student Learning Credits: 3
- EDL 615 - International School Leadership Credits: 3
- EDPY 693 - Topics in Education and Psychology Credits: 3, R6

Program Requirements

Additionally, students successfully complete two program requirements represented by two non-credit courses.

- EDSU 685 - Internship in Supervision Credits: 2
- EDSU 686 - School Improvement Presentation Credits: 0
Education - Comprehensive Education (M.A.T.)

Program Admission Requirements:

MAT applicants must have a grade point average of B or higher on all upper-level undergraduate coursework and, depending on concentration, a satisfactory score on the GRE. Three letters of recommendation from persons who are in a position to judge the applicant's aptitude for graduate study and potential as a graduate-level classroom teacher are required. A writing sample is required. Directions for the writing sample vary by concentration and will include topic(s) and length specified by the concentration, and description of the evaluation process. In addition, candidates must have an undergraduate degree in the major of the concentration and must meet the prerequisite requirements of the department housing the concentration. Candidates with an undergraduate degree in a major other than the MAT concentration may not qualify for the MAT and are subject to prerequisite course requirements as determined by the faculty in the department of the concentration. Prerequisite requirements will vary by department and depend on the credentials presented by the candidate.

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

- **Art** - a letter of intent to the program coordinator and a portfolio of their work demonstrating breadth and depth
- **Biology** - evidence of individual research such as an undergraduate thesis or in-depth research paper and submit a satisfactory score on the General Test of the Graduate Record Examinations (GRE)
- **English** - a senior level analytic essay that synthesizes multiple sources and articulates argument
- **Social Sciences** - a senior level research paper that synthesizes primary and secondary sources and develops and sustains an argument and submit a satisfactory score on the General Test of the Graduate Record Examinations (GRE)
- **Special Education** - a written essay describing professional goals and response to a prompt provided by the program.

Program Description:

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

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

**Professional Core - 18 Hours**

**Initial Professional Education Core (12 hours)**

- EDCI 607 - Foundations of Teacher Leadership in a Diverse Society **Credits:** 3
- EDCI 609 - Assessment of Instruction **Credits:** 3
- PSY 624 - Child and Adolescent Development **Credits:** 3
- SPED 639 - Teaching Exceptional Learners in Inclusive Classrooms **Credits:** 3
Advanced Professional Education Core (6 hours)

- EDCI 616 - Advanced Studies in Teacher Leadership Credits: 3
- EDRS 602 - Methods of Research Credits: 3

Concentrations

Licensure: Adapted Special Education (K-12), Art (K-12), Biology (9-12), Birth-Kindergarten (B-K), Chemistry (9-12), English (9-12), General Special Education (K-12), Mathematics (9-12), Music (K-12), Physical Education (K-12), Social Sciences (9-12)

Art Concentration (21 hours)

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

Methods

Nine hours, must take:

- ART 563 - Methods of Teaching Middle and High School Art Credits: 3
- ART 565 - Methods of Teaching Elementary School Art Credits: 3

Art Content Area

Six hours, must take:

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

Internship and Seminar

Six hours, must take:

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

Biology Concentration (24 hours)

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

Six hours, must take:

- SCI 512 - Advanced Science Methods **Credits:** 3, R6

Biology Content

Twelve hours selected upon the advice of the department faculty. BIOL 500 (or higher).

Internship & Seminar

Six hours, must take:

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

English Concentration (24 hours)

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

Methods

Six hours, must take:

- ENGL 517 - Methods of Teaching Literature **Credits:** 3

British Literature

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

American Literature

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

Other Literature

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

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

**Guided Electives**

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

**Internship & Seminar**

Six hours, must take:

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

**Social Sciences Concentration (21 hours)**

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

**Methods**

Six hours, must take:

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

**Social Sciences Content**

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

**Internship & Seminar**

Six hours, must take:

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

**Special Education: Adapted Curriculum Concentration (24 hours)**

Twenty-four hours in addition to the eighteen-hour Professional Core. Note: This concentration requires nine hours above the MAT minimum requirement. Licensure: Leads to a recommendation for K-12 licensure in Adapted Curriculum. Each semester students will engage in clinical experiences. Field experiences are required in all methods courses.
Methods

Nine hours

- SPED 530 - Assessment and Functional Skill Instruction in the Adapted Curriculum Credits: 3
- SPED 532 - Assessing the Adapted Curriculum Credits: 3
- SPED 534 - Positive Behavior Supports for Students with Severe Disabilities, Advanced Credits: 3

Content

12 hours

- SPED 528 - Programs and Services for Individuals with Severe/Profound Disabilities Credits: 3
- SPED 633 - Collaboration with Families and Professionals Credits: 3
- SPED 635 - Introduction to Autism Spectrum Disorders Credits: 3
  Specialty course (select 3 hours from courses below)
- SPED 636 - Evidence-Based Methods for Teaching Students with Autism Spectrum Disorders Credits: 3
- SPED 682 - Research in Special Education Credits: 3
- PT 665 - Physical Care and Management of Students with Severe/Profound Disabilities Credits: 3
- CSD 594 - Topics in Communication Disorders Credits: 1-3, R6

Internship

Three hours

- SPED 587 - Special Education Internship Credits: 3

Special Education: General Curriculum Concentration (24 hours)

Twenty-four hours in addition to the eighteen-hour Professional Core. Licensure: Leads to recommendation for K-12 licensure. Each semester students will engage in clinical experiences. Field experiences are required in all methods courses.

Methods

15 hours

- SPED 506 - Advanced Methods to Teach Students with High Incidence Disabilities Credits: 3
- SPED 555 - Culturally Responsive Classroom Management for Exceptional Learners Credits: 3
- SPED 562 - Best Practices for Teaching Reading & Written Language to Exceptional Learners Credits: 3
- SPED 563 - Best Practices for Teaching Mathematics to Exceptional Learners Credits: 3
- SPED 682 - Research in Special Education Credits: 3
Content

Six hours

- SPED 633 - Collaboration with Families and Professionals Credits: 3
- SPED 507 - Behavioral and Social Needs of Exceptional Learners in the General Curriculum Credits: 3

Internship

Three hours

- SPED 587 - Special Education Internship Credits: 3

Business Administration (M.B.A.)

Program Description

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

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

MBA - 623 - Accounting: Understanding Performance & Informing Decisions
MBA - 625 - Applied Business Economics
MBA - 631 - Human Resource Management
MBA - 633 - Legal and Regulatory Issues in Business
MBA - 635 - Managing Value-Creating Business Operations
MBA - 637 - Financial Management and Valuation
MBA - 639 - Systems for Competitive Advantage
MBA - 641 - Marketing Management
MBA - 643 - Integrative Strategic Management

Program Admission Requirements

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

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

MBA Core (27 hours)

- MBA 623 - Accounting: Understanding Performance & Informing Decisions Credits: 3
- MBA 625 - Applied Business Economics Credits: 3
- MBA 631 - Human Resource Management Credits: 3
- MBA 633 - Legal and Regulatory Issues in Business Credits: 3
- MBA 635 - Managing Value-Creating Business Operations Credits: 3
- MBA 637 - Financial Management and Valuation Credits: 3
- MBA 639 - Systems for Competitive Advantage Credits: 3
- MBA 641 - Marketing Management Credits: 3
- MBA 643 - Integrative Strategic Management Credits: 3

Electives

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

Construction Management (M.C.M.)

Program Admission Requirements

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

Program Description

The Master of Construction Management degree program is an online, World Wide Web-based program designed primarily to assist those involved with managing construction projects. The degree program requires 30 semester hours, consisting of the following online and web-based courses. The degree consists of 18 core credit hours and 12 elective hours.

Core requirements (18 hours):

- CM 503 - Sustainability in Construction Credits: 3
- CM 552 - Leadership in Construction Management Credits: 3
- CM 600 - Advanced Construction Finance Credits: 3
- CM 630 - Advanced Legal Issues in Construction Credits: 3
• CM 649 - Computer Applications in Construction Credits: 3
• CM 653 - Research Methods in Construction Credits: 3

Construction Management Electives (12 hours required from the following courses)

• CM 542 - Construction Estimating Credits: 3
• CM 562 - Construction Scheduling Credits: 3
• CM 611 - Advanced Materials and Methods Credits: 3
• CM 621 - Construction Operations and Safety Credits: 3
• CM 650 - Project Management Systems Credits: 3
• CM 655 - Advanced Topics in Construction Credits: 3
• CM 656 - Construction Forensics Credits: 3
• CM 657 - Construction Best Practices Credits: 3
• CM 660 - Land Development I Credits: 3
• CM 661 - Land Development II Credits: 3
• CM 688 - Directed Project Credits: 1-3, R6
• PM 650 - Fundamentals of Project Management Credits: 6
• PM 652 - Project Selection and Initiation Credits: 6
• PM 654 - Project Planning Credits: 6

Higher Education Student Affairs (M.Ed.)

Program Admission Requirements

In addition to the Graduate School Admission Requirements applicants for the M.Ed. in Higher Education Student Affairs must have an average grade of B or higher as defined by the major department in upper-level undergraduate courses in the major. The General Test of the Graduate Record Examination (GRE) is only required for applicants with a GPA less than 3.0. Students must also submit a: resume or detailed curriculum vitae, three recommendations from former instructors who are in a position to judge the applicant's aptitude for graduate study, and a written statement of professional goals and interest in the Higher Education Student Affairs program.

Program Description

The Master of Education in Higher Education Student Affairs Program is designed to prepare students to become student affairs professionals. Specifically, graduates will work in positions that promote the intellectual, social, emotional and personal development of college students. These professionals work with colleagues, faculty, administrators, and staff to provide college students with a wide array of services that enhance their educational and campus experiences. The program leading to the M.Ed. degree in Higher Education Student Affairs requires 39 semester hours of graduate study, including:

Core Component Hours:33

• HESA 530 - Diversity in Higher Education Credits: 3
• HESA 605 - Introduction to Higher Education Student Affairs Credits: 3
• HESA 611 - Organization, Administration and Finance in Higher Education Student Affairs Credits: 3
• HESA 615 - History of Higher Education in the United States Credits: 3
• HESA 621 - Theories of College Student Development Credits: 3
• HESA 630 - Legal and Ethical Issues for Higher Education Student Affairs Credits: 3
• HESA 683 - Internship I Credits: 1-3, R6
Guided Electives Hours: 6

Select 6 hours from the following

- COUN 615 - Cross-cultural Counseling Credits: 3
- COUN 650 - Career Development Credits: 3
- SPED 620 - Education in a Diverse Society Credits: 3
- COUN 600 - Individual and Group Helping Skills Credits: 3
- COUN 617 - Addictions Counseling Credits: 3
- COUN 635 - Group Methods in Counseling Credits: 3
- HESA 625 - Teaching and Learning Environments in Higher Education Credits: 3
- HESA 685 - Internship III Credits: 1-3, R6
- HESA 693 - Special Topics in Higher Education Student Affairs Credits: 1-3, R9

Entrepreneurship (M.E.)

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

To qualify for Regular Admission, applicants are required to:

Meet the Graduate School Admission Requirements (candidates for the early admission Masters in Entrepreneurship program do not need to complete their undergraduate degree before admissions to the program, but they must complete their undergraduate degree as a condition for receiving their graduate degree).

Applicants to the Masters of Entrepreneurship program are diverse. To support the diverse applicant pool, we use a scoring approach that enables applicants to best present their case for admission. In this approach, students may submit any or all of the accepted materials, including transcript (required), resume (required), essay (optional), interview (optional), GMAT/GRE/MAT scores (optional), recommendations (required for early admissions candidates) and awards. Each will be scored and a total score given. That score will be the primary driver of the decision for admission. Full details are available on the program's web page.

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

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

Program Description
The Master of Entrepreneurship program requires 30 semester hours:
Required Courses

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

GPA Requirements

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

Fine Arts (M.F.A.)

Program Admission Requirements

In addition to the Graduate School Admission Requirements all applicants must have a minimum of 3.00 GPA in their undergraduate major. They are expected to have the equivalent of 18 credit hours of undergraduate art history/philosophy of art and to have completed 50 credit hours of undergraduate studio, including 24 credit hours of concentrated study or equivalent portfolio-assessed experience. Candidates must commit to full-time study. No more than 12 semester hours of credit may be granted for work previously completed at the master's level (transfer credit).

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

Program Description

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

Studio Core (36 hours):

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

- ART 531 - Drawing Studio I Credits: 1-9, R12
- ART 532 - Problems in Design Credits: 3, R12
• ART 533 - Problems in Painting Credits: 1-9, R12
• ART 534 - Printmaking Problems Credits: 1-9, R12
• ART 535 - Book Art Problems Credits: 1-9, R12
• ART 544 - Problems in Sculpture Credits: 3, R12
• ART 551 - Ceramics Problems Credits: 1-9, R12
• ART 554 - Problems in Photography Credits: 3, R9
• ART 561 - Imaging and Digital Problems Credits: 1-9, R12
• ART 571 - Integrated Media Problems Credits: 1-9, R12
• ART 586 - Exhibition Practicum Credits: 3
• ART 593 - Topics in Studio Art Credits: 1-9, R12
• ART 631 - Drawing Studio Credits: 1-9, R15
• ART 632 - Design Studio Credits: 1-9, R15
• ART 633 - Painting Studio Credits: 1-9, R15
• ART 634 - Printmaking Studio Credits: 1-9, R15
• ART 635 - Book Arts Studio Credits: 1-9, R15
• ART 644 - Sculpture Studio Credits: 1-9, R15
• ART 651 - Ceramics Studio Credits: 1-9, R15
• ART 661 - Imaging and Digital Studio Credits: 1-9, R15
• ART 667 - Photography Studio Credits: 1-9, R15
• ART 671 - Integrated Media Studio Credits: 1-9, R15
• ART 681 - Graduate Problems in Studio Art Credits: 1-9, R15
• ART 779 - Continuing Research—Non-Thesis Option Credits: 1, R10

Art History/Theory/Criticism (9 hours):

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

and 3 hours from:

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

- ART 630 - Teaching Methods Visual Arts Credits: 3

Thesis (6 hours):

- ART 699 - Thesis Exhibition Credits: 6

Electives (6 hours):

6 hours of elective graduate courses approved by the adviser.

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

**Program Admission Requirements**

In addition to the Graduate School Admission Requirements, applicants must have a cumulative grade point average of B or higher in all upper-level undergraduate coursework. Applicants must present satisfactory scores on the verbal, quantitative, and analytical writing portions of the General Test of the Graduate Record Examinations (GRE). Three recommendations from former instructors or employers who are in a position to judge the applicant's aptitude for graduate study, as well as a goal statement, are required as part of the application. More details regarding these requirements (including a copy of the Goal Statement form) may be found online at: http://www.wcu.edu/academics/departments-schools-colleges/HHS/hhs-schools-depts/healthsci/health-sciences-majors/master-of-health-sciences/mhs-admission/index.asp. Applicants who are admitted to the program must own or have access to a computer with Internet service that meets the minimum guidelines set by the WCU Information Technology division.

**Program Description**

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

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

**Core Courses (9 hours)**

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

**Concentrations (21 hours)**
Health Education Option (Distance)

Choose 15 hours from the following courses:

- MHS 530 - Theoretical Foundations of Public Health **Credits:** 3
- MHS 532 - Principles of Clinical Education **Credits:** 3
- MHS 534 - Training and Development in Clinical Settings **Credits:** 3
- MHS 536 - Educational Technology in Health Sciences **Credits:** 3
- MHS 538 - Program Planning and Evaluation in Health Sciences **Credits:** 3
- MHS 540 - Health Communications **Credits:** 3
- MHS 680 - Directed Independent Study in Health Sciences **Credits:** 1-3, R6
- MHS 693 - Special Topics in Health Sciences **Credits:** 3, R6

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

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

Emergency Medical Care (EMC) Option (Distance)

Choose 15 hours from the following courses:

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

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

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

Environmental Health Option

Choose 15 hours from the following courses:

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

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

Note: MHS 696 Research Seminar in Health Sciences is an elective option in all concentrations.
Health Management Option (Distance)

Choose 15 hours from the following courses:

- MHS 562 - Leadership Strategies for Health Care Organizations Credits: 3
- MHS 564 - Cost Containment/Productivity Management in Healthcare Organizations Credits: 3
- MHS 660 - Health Care Marketing Credits: 3
- MHS 662 - HealthCare Organization–Problem Solving and Decision Making Credits: 3
- MHS 664 - The Legal Environment of Healthcare Credits: 3
- MHS 665 - Quality Performance in Health Care Organizations Credits: 3
- MHS 668 - Health Care Informatics Credits: 3
- MHS 680 - Directed Independent Study in Health Sciences Credits: 1-3, R6
- MHS 693 - Special Topics in Health Sciences Credits: 3, R6

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

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

Nutrition Option

Choose 15 hours from the following courses:

- ND 610 - Geriatric Nutrition Credits: 3
- ND 630 - Nutrition Throughout the Life Cycle Credits: 3
- ND 633 - Public Health Nutrition Credits: 3
- ND 635 - Nutrition Education Credits: 3
- ND 636 - Protein, Carbohydrates, and Lipids Credits: 3
- ND 637 - Advanced Medical Nutrition Therapy Credits: 3
- ND 639 - Vitamins and Minerals Credits: 3
- ND 693 - Topics in Nutrition and Food Science Credits: 1-3, R9
- ND 695 - Advanced Nutrition Seminar Credits: 1, R2

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

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

Dietetic Internship (D) Program

The WCU Dietetic Internship (DI) Program is a 10-month post-baccalaureate program accredited by the Accreditation Council for Education and Dietetics Education (ACEND). Supervised practice rotations and didactic classes are designed to provide 1200 supervised practice hours and meet the ACEND Knowledge Competencies for the Registered Dietitian. DI graduates are qualified to take the national Registration Examination for Dietitians. WCU Dietetic Interns can complete the DI program in ten months or combined Master of Health Sciences (MHS) in eighteen months. The Internship program provides 18 hours of graduate credit toward the MHS degree with a concentration in Nutrition. The DI program meets on WCU’s Biltmore Park campus in Asheville, North Carolina.

A separate selection process is required for the DI program. See the following link for detailed procedures:

The following courses are approved for dietetic internship students only:

- ND 671 - Orientation to Clinical Nutrition Credits: 1
- ND 672 - Orientation to Administrative Dietetics Credits: 1
- ND 673 - Orientation to Community Nutrition Credits: 1
- ND 680 - Concepts & Methods of Dietetic Practice Credits: 3
- ND 681 - Practicum in Clinical Dietetics Credits: 6
- ND 682 - Practicum in Administrative Dietetics Credits: 3
- ND 683 - Practicum in Community Dietetics Credits: 3
Completion Options (3 hours)

Required of all MHS students:

Research Project Option:
- MHS 698 - Project in Health Sciences Credits: 3, R6
- Additional course (1 hour) for continuing research credit (MHS 779)

Thesis Option:
- MHS 699 - Thesis Credits: 3, R12
- Additional course (1 hour) for continuing research credit (MHS 799)

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

Program Admission Requirements

In addition to the Graduate School Admission Requirements, applicants must have an undergraduate degree from a regionally accredited institution of higher education and relevant work experience of at least 2-3 years in projects and project management. Applicants must submit a recommendation letter from a current or past employer; a goal statement that includes the program to which they are applying, their professional goals and aspirations, their motivation for applying to the program, and any relevant formal or informal experiences and current resume. A GMAT (or GRE) test score is optional.

A minimum GMAT (or a GRE equivalent) score of 400 is preferred in verbal and quantitative tests; higher scores improve the change of admission. GMAT scores are waived for applicants holding a graduate degree from a regionally accredited institution of higher education.

Applicants will score based on work experience, undergraduate GPA, GMAT score (or equivalent) and additional qualifications. Full details are available on the program's web page.

Program Description

The Master of Project Management degree program is an online program designed primarily to assist those involved with project management initiatives. The Master of Project Management degree program requires 30-36 semester hours, consisting of five or six 6-semester-hour courses, all of which are online and Web-based. The total number of required hours depends on whether the student qualifies to receive a waiver for PM 650 (6 credit-hours) based on holding any of the following additional qualifications and at the discretion of the program director: PMP professional certification; PRINCE2 professional certification; a graduate certificate in PM from any accredited university in the US.

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

Degree Program Required Courses

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

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

Public Affairs (M.P.A.)

Program Admission Requirements

In addition to the Graduate School Admission Requirements, applicants should have a B average in their last two years of undergraduate study and must obtain a satisfactory score on the Graduate Record Exam General Test. All candidates for admission to the MPA must submit official GRE scores that are no more than 5 years old. However, a candidate with a graduate degree from a regionally accredited university is not required to submit standardized scores. In addition, all applicants must submit an up-to-date resume and must submit a 1-2 page essay that addresses the following question: "Why do you want to pursue an MPA and a career in public service? In your answer, be sure to discuss how your job, educational and life experiences relate to this goal.” Prerequisite work may be required of applicants having an inadequate background for the MPA.

Program Description

The Master of Public Affairs degree program is designed for students who possess professional experience and seek additional education to prepare for career advancement (in-service students) and also for students planning careers in the public service area (preservice students). The program requires each student to complete the Public Affairs core requirements (24 hours), and 15 hours of guided electives. At least 3 electives must be taken from MPA program offerings (Designated PA in the catalog). Each semester the MPA Director will create a list of pre-approved courses outside of the department from which students may choose. Any non-approved elective courses (at WCU or another university) must be approved by the MPA committee. Students must fill out an "elective request form" (found on the MPA web page or may request it from the MPA Director). Pre-service students must complete 3 hours of internship (PA 685) in place of three of the 15 elective hours.

Public Affairs Core (24 hours)

- PA 669 - Legal Issues in Public Affairs Credits: 3
- PA 670 - Public Affairs Administration Credits: 3
- PA 671 - Public Financial Management Credits: 3
- PA 672 - Public Organizational Theory Credits: 3
- PA 673 - Public Policy Analysis Credits: 3
- PA 674 - Research Methods for Public Affairs Credits: 3
- PA 699 - Public Affairs Capstone Experience Credits: 3
- PA 677 - Public Personnel Management Credits: 3

Requirements

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

Program Admission Requirements

Applicants must:

- hold or be eligible to hold a North Carolina Class A Teaching License or a comparable license from another state,
- have completed at least 3 years of successful full-time teaching or equivalent experience in public schools. Pre-school teachers may include private sector experience,
- submit three letters of recommendation from employers or former instructors who are in a position to judge the applicant’s aptitude for graduate study and potential as a school leader. One recommendation must be from the current immediate supervisor.

Program Description

The Masters in School Administration is earned through the completion of a two-year, six-semester graduate program. Students will take twelve, three-credit courses, for a total of 36 credit-hours. This graduate program utilizes a hybrid (face-to-face and online) course delivery model. Four of the twelve classes (one per semester except summer semesters) will require face-to-face attendance. For each of these four classes, students will attend eight days of face-to-face instruction for a total of sixteen, face-to-face class days per semester. Each face-to-face class consists of a full-day, six-hour session. All face-to-face sessions will be held at our Biltmore Park instructional site in Asheville, NC. The remaining instructional hours for the courses will be delivered in an online format.

Students will take three, prescribed, three-credit courses across four semesters. An internship, spanning across two semesters, is included in the prescribed course sequence. Internships are competency based and involve many aspects of a principal’s responsibilities, including leadership of an improvement initiative.

Required Courses

- EDL 612 - Curriculum Leadership Credits: 3
- EDL 617 - Philosophy, History, and Sociology of Education Credits: 3
- EDRS 709 - Assessment for the Advancement of Student Learning Credits: 3
- EDL 601 - Ethical School Leadership Credits: 1-3, R12
- EDL 602 - Shaping School Culture Credits: 3
- EDL 786 - School-Site Internship I Credits: 1-4
- EDL 603 - Instructional Leadership Credits: 3
- EDL 787 - School-Site Internship II Credits: 1-4
- EDL 604 - Leadership for Continuous School Improvement Credits: 1-3, R12
- EDL 721 - Current Topics in Education Law Credits: 3
- EDRS 602 - Methods of Research Credits: 3
- EDL 621 - Leading the Adult Learner Credits: 3

Biochemistry (M.S.)

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

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

Biology (M.S.)

Program Admission Requirements

To be eligible for consideration the applicant should have an undergraduate grade point average of 3.00 (out of 4.00) or higher, an undergraduate degree (or equivalent) in Biology or related life science from an accredited College or University and a combined verbal and math GRE score of 300 for consideration of full admission. Application materials: a statement including the names of two faculty whose research is of interest; three letters of reference; official transcripts and GRE scores.

Program Description

The program for the M.S. degree in biology requires a minimum of 30 semester hours of graduate study, including three semesters of BIOL 696, one semester of BIOL 698 and a 3 to 6-hour thesis. An oral defense of the thesis is required.

Chemistry (M.S.)

Program Admission Requirements

In addition to the Graduate School Admission Requirements, applicants must have achieved an average grade of B or higher as defined by the major department in junior/senior-level undergraduate courses in the major. A personal interview may be requested. A standardized graduate school admissions test is required. The General Test of the Graduate Record Examinations (GRE) is preferred, although other entrance exams including the Medical College Admissions Test (MCAT), Graduate Management Admission Test (GMAT), Dental Admission Test (DAT), Pharmacy College Admission Test (PCAT), or chemistry subject GRE can be considered as a substitute for the General Test of the GRE. Also required are three recommendations from current or former instructors or employers who are in a position to judge the applicant’s aptitude for graduate study. A 1-2 page statement outlining the applicant’s goals and research interests is required.

Program Description

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

Comprehensive Chemistry Concentration (30 hours)

Required Courses (12 hours)

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

Core (9 hours)

9 hours selected from three of the five following groups of courses:

• CHEM 535 - Instrumental Analysis II Credits: 3
  Analytical Chemistry Group
  or
• CHEM 693 - Topics in Analytical Chemistry Credits: 3, R6
  Organic Chemistry Group
• CHEM 540 - Synthetic Organic Chemistry Credits: 3
  or
• CHEM 541 - Physical Organic Chemistry Credits: 3
  or
• CHEM 694 - Topics in Organic Chemistry Credits: 3, R6
  Physical Chemistry Group
• CHEM 553 - Physical Chemistry: Quantum Chemistry and Spectroscopy Credits: 3
  or
• CHEM 652 - Graduate Physical Chemistry Credits: 3
  or
• CHEM 695 - Topics in Physical Chemistry Credits: 3, R6
  Inorganic Chemistry Group
• CHEM 521 - Advanced Inorganic Chemistry Credits: 3
  or
• CHEM 621 - Graduate Inorganic Chemistry Credits: 3
  or
• CHEM 692 - Topics in Inorganic Chemistry Credits: 3, R6
  Biochemistry Group
• CHEM 550 - Advanced Biochemistry Credits: 3

Electives (9 hours)

9 hours selected from the following courses or approved by the student's thesis research advisory committee:

• CHEM 521 - Advanced Inorganic Chemistry Credits: 3
• CHEM 535 - Instrumental Analysis II Credits: 3
• CHEM 540 - Synthetic Organic Chemistry Credits: 3
• CHEM 541 - Physical Organic Chemistry Credits: 3
• CHEM 542 - Introduction to Organic Polymers Credits: 3
• CHEM 545 - Structural Determination Credits: 3
• CHEM 550 - Advanced Biochemistry Credits: 3
• CHEM 553 - Physical Chemistry: Quantum Chemistry and Spectroscopy Credits: 3
• CHEM 554 - Computer Interfacing Credits: 3
• CHEM 555 - Chemometrics Credits: 3
• CHEM 561 - Environmental Chemistry Credits: 3
• CHEM 562 - Molecular Bioinformatics Credits: 3
• CHEM 563 - Molecular Biotechnology Credits: 3
• CHEM 564 - Genomics Credits: 3
• CHEM 565 - Forensic Chemistry Credits: 4
• CHEM 571 - Inorganic Syntheses Credits: 1
• CHEM 572 - Organic Syntheses Credits: 1
• CHEM 575 - Biochemistry Laboratory Credits: 1
• CHEM 593 - Topics in Chemistry Credits: 1-3 Lecture, 0-3 Lab or seminar
• CHEM 621 - Graduate Inorganic Chemistry Credits: 3
• CHEM 652 - Graduate Physical Chemistry Credits: 3
• CHEM 691 - Topics in Chemical Education Credits: 1-3, R9
• CHEM 692 - Topics in Inorganic Chemistry Credits: 3, R6
• CHEM 693 - Topics in Analytical Chemistry Credits: 3, R6
• CHEM 694 - Topics in Organic Chemistry Credits: 3, R6
• CHEM 695 - Topics in Physical Chemistry Credits: 3, R6

Environmental Chemistry Concentration (30 hours)

The program for the M.S. in Chemistry with an Environmental Chemistry concentration requires a minimum of 30 semester hours of graduate study, including an environmentally related thesis as specified by the Department of Chemistry and Physics.

Required Courses (15 hours)

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

Electives (15 hours)

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

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

Professional Science Concentration (30 hours)

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

Science Core (21 hours)

• CHEM 689 - Cooperative Education in Chemistry Credits: 6, R6
  15 hours of chemistry courses or courses approved by an advisory committee that are related to the student's career goals and are numbered 500-level or above
  AND 6 hours of
  Students are required to work a minimum of 120 hours to satisfy the 6 credit hour internship requirement. The scheduling and duration must be negotiated and approved by the student, the student's faculty advisor, and the internship supervisor.
  OR 6 hours of
• CHEM 697 - Non-thesis Research in Chemistry Credits: 1-3

Professional Tracks (9 hours)

9 hours selected from one of the following tracks:

Executive

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

Technology

• ENT 601 - Entrepreneurial Innovation Credits: 3
• ENT 610 - Entrepreneurial Creation Credits: 3
Financial

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

Communication Sciences and Disorders (M.S.)

Program Admission Requirements

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

Program Description

The program leading to the M.S. degree in communication sciences and disorders requires a minimum of 60 hours of graduate study, including completion of a series of supervised clinical internships totaling no less than 400 hours. Experiences will be obtained at on-campus and off-campus locations.

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

The program adheres to the academic and clinical education requirements set by the American Speech-Language-Hearing Association, the North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists, and the North Carolina State Department of Public Instruction. The completed program entitles the graduate to Advanced Licensure in the state of North Carolina.

Course Requirements

- CSD 620 - Infant Toddler Communication Credits: 3
- CSD 630 - Professional Issues in Communication Sciences and Disorders Credits: 3
- CSD 640 - Voice Disorders Credits: 3
- CSD 642 - Research in Communication Disorders Credits: 3
- CSD 648 - Language Disorders - School Age Credits: 3
- CSD 662 - Articulation and Phonological Disorders Credits: 3
- CSD 668 - Language Disorders--Preschool Credits: 3
- CSD 670 - Fluency Disorders Credits: 3
- CSD 672 - Language Disorders in Adults Credits: 3
- CSD 673 - Neurogenic Speech Disorders Credits: 3
- CSD 677 - Dysphagia Credits: 3
- CSD 678 - AAC Assessment and Intervention Credits: 3
Electives (9 hours)

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

1. Master's Project

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

2. Thesis

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

Clinical Practicum in Communication Sciences and Disorders

Enrollment in Clinical Practicum in Communication Sciences and Disorders (below) is required each semester and must total no less than 15 credit hours.

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

Required If Not Previously Completed

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

Counseling, Clinical Mental Health (M.S.)

Program Admission Requirements

In addition to the Graduate School Admission Requirements, applicants must submit a personal goal statement, education and work history resume, three recommendations from academic and/or employment sources, and at least one of the following:

- Bachelor's degree overall GPA of 3.0 or higher
- Master's degree
- GRE scores of at least 150 on Verbal or Quantitative and 4.0 on Analytical Writing

Program Description

The program leading to the M.S. degree in clinical mental health counseling requires a minimum of 60 semester hours of graduate study.

Professional Core (30 hours)

- COUN 500 - Comprehensive Examination Credits: 0
- COUN 605 - The Helping Relationship Credits: 3
- COUN 610 - Family Counseling Credits: 3
- COUN 615 - Cross-cultural Counseling Credits: 3
- COUN 625 - Developmental Perspectives of Counseling Credits: 3
- COUN 630 - Theories and Techniques of Counseling Credits: 3
- COUN 635 - Group Methods in Counseling Credits: 3
- COUN 640 - Assessment in Counseling Credits: 3
- COUN 650 - Career Development Credits: 3
- COUN 667 - The DSM and Effective Treatment Planning in Counseling Credits: 3
- COUN 670 - Research in Counseling Credits: 3
- or EDRS 602 - Methods of Research Credits: 3

**Specialty Requirements (30 hours)**

9 hours guided electives

- COUN 602 - Professional and Ethical Issues in Counseling Credits: 3
- COUN 617 - Addictions Counseling Credits: 3
- or SOCW 520 - Addictions Credits: 3
- COUN 623 - Introduction to Clinical Mental Health Counseling Credits: 3
- COUN 633 - Crisis Intervention and Trauma Therapy Credits: 3
- COUN 686 - Practicum in Counseling Credits: 3
- COUN 687 - Internship in Counseling Credits: 3, 6 (R6)
  
  *Student must complete a total of 6 credit hours of COUN 687.*

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

**Program Admission Requirements**

In addition to the Graduate School Admission Requirements, a 3.0 overall Undergrad grade point average is required. You are required to submit scores from either the GRE (preferred) or the GMAT. Three recommendations from individuals who are in a position to judge the applicant’s aptitude for graduate study are required. This program is delivered 100% online.

**Program Description**

WCU’s MSHR program has as its mission to develop the next generation of HR leaders for organizations of all types. The completely online curriculum consists of 7 required courses that all students take and 5 elective courses (see list below). HR 602, HR 605, & HR 610 are taken at the beginning of the program; HR 670 and HR 671 have prerequisites of 18 credit hours and HR 670 must be taken before HR 671; Students with more than 5 years of full-time human resources-related work experience may substitute another WCU HR course for HR 671. HR 698 (capstone seminar) should ideally be taken during a student’s last semester in the program.

**Required Core Courses:**

HR 601: "Organization, Planning & Execution for HR Professionals"

HR 602: "Human Resources Research & Evaluation Methods"

HR 605: "Orientation to Human Resources"

HR 610: "Human Resource Development"

HR 670: "HR Consulting"

HR 671: "HR Consulting"

HR 698: "Seminar in Human Resources"
Electives Courses:
HR 613: "Performance Management"
HR 614: "Staffing"
HR 615: "Organization Development"
HR 645: "Employee and Labor Relations"
HR 660: "Talent Management"
HR 662: "Compensation & Benefits"
HR 666: "Legal Issues in Human Resources"
HR 675: "Leadership in Human Resources"
HR 693: "Selected Topics in Human Resources"

Required Professional Core (21 hours)

- HR 601 - Organization, Planning & Execution for HR Professionals Credits: 3
- HR 602 - Human Resources Research and Evaluation Methods Credits: 3
- HR 605 - Orientation to Human Resources Credits: 3
- HR 610 - Human Resource Development Credits: 3
- HR 670 - HR Consulting Credits: 3
- HR 671 - Advanced HR Consulting Credits: 3
- HR 698 - Seminar in Human Resources Credits: 3

Additional Courses (15 hours)-Electives

12 hours selected from the following course or courses approved by the student's advisor.

- HR 613 - Performance Appraisal and Management Credits: 3
- HR 614 - Staffing Credits: 3
- HR 615 - Organization Development Credits: 3
- HR 645 - Employee and Labor Relations Credits: 3
- HR 660 - Talent Management Credits: 3
- HR 662 - Compensation and Benefits Credits: 3
- HR 666 - Legal Issues in Human Resources Credits: 3
- HR 675 - Leadership in Human Resources Credits: 3
- HR 693 - Selected Topics in Human Resources Credits: 3, R12
M.S. in Sport Management

The M.S. in Sport Management offers a truly unique curriculum as it includes a certificate in Project Management. Further, the online M.S. in Sport Management affords an opportunity for place-bound professionals across the region and the nation who wish to pursue a business degree that emphasizes the application of business principles to the sport industry. Students receive a thorough background in the application of these principles, as well as legal, financial, promotional, ethical, and social aspects of the global sport industry.

Major Requirements

The Master of Science in Sport Management with a Certificate in Project Management requires successful completion of 30 semester hours of graduate course work. The certificate in Project Management is awarded upon completion of the degree. Coursework for the M.S. in Sport Management includes:

- SM 615 - Critical Issues in Sport Credits: 3
- SM 620 - Sport Administration Credits: 3
- SM 630 - Economic and Financial Aspects of Sport Credits: 3
- SM 640 - Sport Marketing Credits: 3
- PMC 610 - Project Planning and Estimating Credits: 3
- PMC 620 - Project Scheduling, Monitoring, and Risk Credits: 3
- PMC 630 - Management Skills for Project Teams Credits: 3
- PMC 640 - Managing Procurement & the Project Environment Credits: 3
- SM 672 - Sport in the Global Marketplace Credits: 3
- SM 684 - Internship in Sport Management Credits: 3

Additional Program Requirements:

In addition to the Graduate School Admission Requirements, applicants must have an undergraduate degree from a regionally accredited institution of higher education. A minimum GPA of 3.0 is recommended. Applicants must submit a goal statement of 500-750 words that includes professional goals and aspirations, motivation for applying to the program, and descriptions of any relevant formal or informal work experiences. In addition, applicants must submit a current resume and two letters of recommendation from people who have observed the applicant in a professional and/or academic capacity. While not required, applicants who wish to strengthen their applications may submit GRE or GMAT scores.

Admission will be based on undergraduate GPA (with higher emphasis placed on the last 2 years of undergraduate work), the goal statement and two letters of recommendation.

There are no required prerequisite courses, but applicants should possess strong analytical and communications skills.

Nursing (M.S) - Nursing Administration Concentration

Program Admission Requirements

In addition to the Graduate School Admission Requirements, applicants for the Master of Science degree in Nursing - Nursing must possess a B.S.N. from a regionally accredited college or university and a nationally accredited nursing program with at least a 3.00 on a 4.00 scale for in the nursing major. They must have completed an undergraduate or graduate level statistics course and a course in research methods. They must also submit three professional references (including one from a current or recent employer), a resume, and a professional statement (details at http://www.wcu.edu/academics/wcu-graduate-school/graduate-degree-programs/nursing-graduate-degree.asp).
Applicants must be a registered nurse eligible for licensure to practice in North Carolina and have a minimum of one year of clinical nursing experience within the past five years and may be required to participate in an interview session that includes a written exercise. Applicants who are admitted to the program must own or have access to a computer with Internet service. Computer literacy is a necessary prerequisite. Meeting minimum requirements for admission does not guarantee acceptance into a program.

**Program Description**

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

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

**M.S. in Nursing Core**

- NSG 501 - Advanced Practice Nursing: Roles and Professional Issues **Credits:** 2
- NSG 510 - Theory for Advanced Practice Nursing **Credits:** 2
- NSG 511 - Research for Advanced Practice Nursing **Credits:** 3
- NSG 516 - Economics and Organization of Health Care **Credits:** 2
- NSG 679 - Research Project **Credits:** 2, R6
  or
- NSG 699 - Thesis **Credits:** 1-3, R6

**Nursing Administration Concentration**

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

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

**Program Admission Requirements**

In addition to the Graduate School Admission Requirements, applicants for the Master of Science degree in Nursing - Family Nurse Practitioner must possess a B.S.N. from a regionally accredited college or university and a nationally accredited nursing
program with at least a 3.00 on a 4.00 scale for the last 60 hours of undergraduate work or a 2.85 on a 4.00 scale cumulatively. A combined score of 850 or higher on the previous GRE exam version or 300 on the Revised GRE exam or a MAT score of 400 is recommended. Evidence of completion of an undergraduate or graduate level statistics course and a course in research methods is required. They must also submit three professional references (including one from a current or recent employer), a resume, and a professional statement (details at www.wcu.edu/1277.asp).

Applicants must be a registered nurse eligible for licensure to practice in North Carolina and have a minimum of one year of clinical nursing experience within the past five years and may be required to participate in an interview session that includes a written exercise. Applicants who are admitted to the program must own or have access to a computer with Internet service. Computer literacy is a necessary prerequisite. Meeting minimum requirements for admission does not guarantee acceptance into a program.

Program Description

The Master of Science degree in Nursing - Family Nurse Practitioner prepares nurses in an advanced practice role with competencies based on scientific inquiry, information literacy and ethics. Upon completion, graduates will be prepared to provide quality primary health care, health promotion, disease prevention and management of common conditions across the life span. The two-year program requires 51 to 52 semester hours of graduate course work depending on whether a thesis or project option is chosen. The FNP program will include 640 clinical hours. A written comprehensive exam will be required during the final semester. In addition to the academic requirements, students are expected to adhere to the technical and professional standards of the program. For the most up to date information regarding these standards, program suspension, and termination refer to the program's website linked from the College of Health and Human Sciences.

FNP Courses (17-18 hours)

- NSG 517 - Pathophysiology for the Advanced Practice Nurse Credits: 3
- NSG 622 - Advanced Pharmacology Credits: 3
- NSG 671 - Social and Behavioral Health Problems Credits: 3
- NSG 673 - Primary Care of Female Adolescents and Women's Health Credits: 3
- NSG 674 - FNP III: Primary Care of Children and Adolescents Credits: 3
- NSG 675 - Primary Care of Adults Credits: 3
- NSG 683 - FNP Clinical Management Women's Health Focus Credits: 2
- NSG 684 - FNP Clinical Management: Pediatric Focus Credits: 3
- NSG 685 - FNP Clinical Management: Adult Focus Credits: 3
- NSG 686 - FNP Clinical Management: Internship Credits: 3
- NSG 690 - Advanced Health/Physical Assessment and Diagnostics Credits: 3
- NSG 691 - FNP Applied Advanced Physical Assessment & Diagnostics Credits: 3
- NSG 692 - Primary Care of Geriatric Clients Credits: 3
- NSG 694 - FNP Primary Care Seminar Credits: 3
- NSG 679 - Research Project Credits: 2, R6
- NSG 699 - Thesis Credits: 1-3, R6
- NSG 784 - FNP Clinical Management: Geriatric Focus Credits: 3
- NSG 814 - Foundations and Applications of Evidence-Based Practice Credits: 3
- NSG 823 - Economic and Financial Aspects of Healthcare Systems Credits: 3

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

A post master's certificate program is available to nurses who have earned a master’s degree in Nursing. The certificate program prepares the nurse in the advanced practice role of a Family Nurse Practitioner with competencies in family health promotion and
clinical management of common conditions across the lifespan. For more information see Family Nurse Practitioner (Post Master's Certificate).

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

**Program Admission Requirements**

In addition to the Graduate School Admission Requirements, Nurse Anesthesia program applicants must possess a B.S.N. from a regionally accredited college or university, and nationally accredited (National League for Nursing-NLNAC) or the Commission on Collegiate Nursing Education (CCNE) nursing program. Overall grade point average of 3.0 on a 4.0 scale based on the last 60 hours of undergraduate coursework. They must present a satisfactory score on the General Test of the Graduate Record Examinations (GRE) and have completed undergraduate or graduate courses in basic statistics, general chemistry and research with a "C" or better in each. Three professional references with one being from a current or recent immediate nursing supervisor. A personal interview is also required. Must possess Basic, Pediatric, and Advanced Cardiac Life Support certification (BCS-PALS-ACLS) and licensure or eligibility for licensure as a professional nurse in North Carolina. Applicants must have a minimum of one year of full-time critical care experience (2,080 hours) within the two years prior to application. These hours exclude time spent in orientation or work performed in a supervisory role. Patient care must be direct and involve the application of critical thinking skills, independent decision-making, working with vasoactive drugs, ventilators, invasive monitors, interpretation of EKG data, hemodynamic waveforms, and laboratory values. Other valuable experience could include active participation in codes, acute airway management, administration of sedatives and nondepolarizing muscle relaxants. Acceptable critical care units include in order of preference: Surgical, Neuro-Trauma, Cardiothoracic, Cardiovascular, Medical, Cardiac, Pediatric or Neonatal Intensive Care. Experience that does not apply includes: Emergency Room, flight Nursing, Operating Room, Post-Anesthesia Care Unit, ICU Step-down or transition areas, Radiology/Cath. Lab, Most Medical Coronary Care Units. Selection will be based on the applicant’s qualifications including prior success in undergraduate and graduate studies, recency of courses taken (e.g. science coursework less than 5 years old), scholarly accomplishments (publications, research), communication skills, additional certifications (e.g. CCRN), and overall potential for professional growth. Exception to any of the admission requirements will be considered on an individual basis. Meeting minimum requirements for admission does not guarantee acceptance for an interview or enrollment into the competitive graduate program.

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

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

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

**Program Description**

The Nurse Anesthesia Program will provide students with academic and clinical experiences that lead to an M.S. degree. The 28 month program is full-time and requires a minimum of 66 course credits. New classes will be admitted in January of each year for the spring semester. The program will require travel to assigned clinical facilities in Western North Carolina including weekend and call rotations. A written comprehensive exam will be required during the final semester. The research requirement is a two-hour project that is to be completed during the final semesters of the program. Students selecting the thesis option will be exempt from the research project requirement.

In addition to the academic requirements, students are expected to adhere to the technical and professional standards of the program. For the most up to date information regarding these standards, program suspension, and termination refer to the program’s website linked from the College of Health and Human Sciences.
MSN Core for Nurse Anesthesia (11-12 hours)

- NSG 501 - Advanced Practice Nursing: Roles and Professional Issues Credits: 2
- NSG 510 - Theory for Advanced Practice Nursing Credits: 2
- NSG 511 - Research for Advanced Practice Nursing Credits: 3
- NSG 516 - Economics and Organization of Health Care Credits: 2
- NSG 679 - Research Project Credits: 2, R6
  or
- NSG 699 - Thesis Credits: 1-3, R6

CRNA Core (55 Hours)

- NSG 602 - Advanced Physical Assessment and Diagnosis Credits: 1
- NSG 618 - Survey of Pharmacotherapeutics Credits: (3)
- NSG 629 - Foundational Sciences for Nurse Anesthesia Credits: 2
- NSG 630 - Advanced Physiology for Nurse Anesthetists Credits: 3
- NSG 631 - Advanced Pathophysiology for Nurse Anesthetists I Credits: 3
- NSG 632 - Advanced Pathophysiology for Nurse Anesthetists II Credits: 3
- NSG 640 - Basic Principles of Anesthesia Credits: 3
- NSG 641 - Advanced Principles of Anesthesia I Credits: 2
- NSG 642 - Advanced Principles of Anesthesia II Credits: 2
- NSG 643 - Advanced Principles of Anesthesia III Credits: 2
- NSG 661 - Advanced Anesthesia Pharmacology I Credits: 3
- NSG 662 - Advanced Anesthesia Pharmacology II Credits: 3
- NSG 672 - Nurse Anesthesia Review Credits: 3
- NSG 688 - Clinical Anesthesia Practicum I Credits: 1-4, R11
- NSG 689 - Clinical Anesthesia Practicum II Credits: 1-4, R12

Nursing (M.S.) - Nurse Educator Concentration

Program Admission Requirements

In addition to the Graduate School Admission Requirements, applicants for the Master of Science degree in Nursing - Nurse Educator must possess a B.S.N. from a regionally accredited college or university and a nationally accredited nursing program with at least a 3.00 on a 4.00 scale for the last 60 hours of undergraduate work. They must have completed an undergraduate or graduate level statistics course and a course in research methods. They must be a registered nurse eligible for licensure to practice in North Carolina and have a minimum of one year of clinical nursing experience within the past five years. They must also submit three professional references, including one from a current or recent employer. Applicants must submit a completed application and may be required to participate in an interview session that includes a written exercise.

Program Description

The Master of Science degree in Nursing - Nurse Educator, prepares nurses in an advanced practice role with competency in one of three educational areas: academic educator, staff educator, or patient educator. The three-year program requires 38 to 39 semester hours of graduate course work including a 2 credit hour teaching practicum and a 2 credit hour clinical specialty course that includes 45 contact hours of practicum. The total number of required hours depends on whether the thesis option is selected. A written comprehensive exam will be required during the final semester. The research requirement is a two-hour project that is to be completed during the final semesters of the program. Students selecting the thesis option will be exempt from the research project requirement.
In addition to the academic requirements, students are expected to adhere to the technical and professional standards of the program. For the most up to date information regarding these standards, program suspension, and termination refer to the program's website linked from the College of Health and Human Sciences.

**MSN Core for NE (16-18 hours)**

- NSG 501 - Advanced Practice Nursing: Roles and Professional Issues **Credits:** 2
- NSG 510 - Theory for Advanced Practice Nursing **Credits:** 2
- NSG 511 - Research for Advanced Practice Nursing **Credits:** 3
- NSG 516 - Economics and Organization of Health Care **Credits:** 2
- NSG 517 - Pathophysiology for the Advanced Practice Nurse **Credits:** 3
- NSG 679 - Research Project **Credits:** 2, R6
  or
- NSG 699 - Thesis **Credits:** 1-3, R6

**NE Cognate (18 hours)**

- NSG 583 - Clinical Specialty for Nurse Educators **Credits:** 2
- NSG 603 - Advanced Physical Assessment and Clinical Diagnostics **Credits:** 2
- NSG 618 - Survey of Pharmacotherapeutics **Credits:** (3)
- NSG 648 - Nursing Leadership in Healthcare Organizations **Credits:** 3
- NSG 651 - Teaching/Learning in Nursing Education **Credits:** 3
- NSG 652 - Curriculum Development **Credits:** 3
- NSG 653 - Test and Measurement **Credits:** 3
- NSG 654 - Nursing Informatics **Credits:** 3
- NSG 687 - Practicum in Nursing Education **Credits:** 2

(180 clock hours)

**Nursing (M.S.) - Nursing Leadership Concentration**

**Program Admission Requirements**

In addition to the Graduate School Admission Requirements, applicants for the Master of Science degree in Nursing - Nursing Leadership Concentration, must possess a B.S.N. from a regionally accredited college or university and a nationally accredited nursing program with at least a 3.00 on a 4.00 scale in the nursing major. They must present a satisfactory score on the General Test of the Graduate Record Examinations (GRE) or Miller Analogies Test (MAT) and have completed an undergraduate or graduate level statistics course and a course in research methods. They must also submit three professional references (including one from a current or recent employer), a resume, and a professional statement (details at http://www.wcu.edu/apply/wcu-graduate-school/graduate-degree-programs/nursing-graduate-degree.asp.)

Applicants must be a registered nurse eligible for licensure to practice in North Carolina and have a minimum of one year of clinical nursing experience within the past five years and may be required to participate in an interview session that includes a written exercise. Applicants who are admitted to the program must own or have access to a computer with internet service. Computer literacy is a necessary prerequisite. Meeting minimum requirements for admission does not guarantee acceptance into a program.

**Program Description**

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

In addition to the academic requirements, students are expected to adhere to the technical and professional standards of the program. For the most up to date information regarding these standards, program suspension, and termination refer to the program's website linked at: http://www.wcu.edu/learn/departments-schools-colleges/HHS/index.asp.

M.S. in Nursing Core

- NSG 501 - Advanced Practice Nursing: Roles and Professional Issues Credits: 2
- NSG 510 - Theory for Advanced Practice Nursing Credits: 2
- NSG 511 - Research for Advanced Practice Nursing Credits: 3
- NSG 516 - Economics and Organization of Health Care Credits: 2
- NSG 679 - Research Project Credits: 2, R6
  or
- NSG 699 - Thesis Credits: 1-3, R6

Nursing Leadership Concentration

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

Technology (M.S.)

Program Admission Requirements

The Master of Science in Technology focuses on enhancing technical knowledge and management skills necessary in our competitive technology-intensive world. This program combines qualitative approaches and quantitative techniques in a balanced curriculum that strengthens problem solving skills and managerial competence. Applicants should hold a bachelor's degree in engineering, engineering technology, or a closely related program, with a GPA in the major greater than or equal to 3.00. Applicants with undergraduate degrees in other fields may be eligible for admission upon evaluation by the admissions committee and program director. In addition to the Graduate School Admission Requirements, the General Test of the Graduate Record Examinations (GRE) is recommended for student with an undergraduate GPA below 3.25 and those applying from other institutions. Three recommendations from people who are in a position to assess the applicant's aptitude for graduate study are required.
Students must demonstrate computer competency prior to completion of six hours of the program. Students who lack experience must complete an advisor-approved computer class, which is in addition to the MST program hours.

Program Description

Requirements for the M.S. degree in technology include a minimum of 30 semester hours distributed over Technology Courses, Directed Project, and Support Area Courses. Students generally choose to take courses within a specific subject area (Electrical; Mechanical; Manufacturing and Quality). However, the program is flexible, allowing students to customize their curriculum by taking courses to meet their individual educational needs. Each student’s individual plan of study must be approved by the program director. At least 50% of the courses required for the master’s degree must be at the 600-level or above. Students must choose between the Thesis and Examination options.

Technology Courses (21 hours)

- ET 520 - Advanced Fluid Mechanics Credits: 3
- ET 570 - Advanced Digital Communications Credits: 3
- ET 572 - Finite Element Analysis Credits: 3
- ET 603 - Applied Research Methods and Experimental Design Credits: 3
- ET 641 - Quality Assurance Credits: 3
- ET 642 - Automation Systems Credits: 3
- ET 643 - Advanced Parametric Modeling and Design Credits: 3
- ET 644 - Advanced Digital Signal Processing Credits: 3
- ET 645 - Random Processes in Engineering Credits: 3
- ET 521 - Ergonomics Credits: 3
- ET 522 - Advanced Polymer Technology Credits: 3
- ET 524 - Facilities Management and Maintenance Credits: 3
- ET 534 - Facilities Layout Credits: 3
- ET 536 - Engineering Economic Analysis Credits: 3
- ET 571 - Linear Systems Analysis Credits: 3
- ET 575 - Systems Integration and Management Credits: 3
- ET 593 - Topics in Engineering Technology Credits: 1-3, R6
- ET 647 - Advanced Power System Analysis Credits: 3
- ET 648 - Manufacturing Research and Analysis Credits: 3
- ET 680 - Independent Study Credits: 3, R6
- ET 689 - Graduate Internship Credits: 3
- ET 693 - Advanced Topics in Engineering Technology Credits: 3
- ET 695 - Seminar in Engineering Technology Credits: 1-3, R6

Directed Project (3 hours)

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

Support Areas (6 hours)

6 semester hours from business or mathematics, including courses with ENT, MBA, MGT, ECON, FIN or MATH prefixes. Course selections must be approved by the graduate program director.
Non-Thesis Option (0 hours)

Students employed full time in industry may choose the non-thesis option. Students choosing this option must register for ET 698 during their last semester of study and pass the comprehension exam.

- **ET 698 - Comprehensive Exam Credits:** 0

Thesis Option (6 hours)

Full time students generally choose the thesis option that requires an additional 6 semester hours of ET 699 (Thesis course), conducting focused research and writing of a thesis. These students are also eligible to compete for graduate research assistantships. Students choosing the thesis option must pass a formal thesis defense.

- **ET 699 - Thesis Credits:** 3, R6

**Family Nurse Practitioner**

Program Admission Requirements

In addition to the Graduate School Admission Requirements, applicants for the Master of Science degree in Nursing - Nursing must possess a B.S.N. from a regionally accredited college or university and a nationally accredited nursing program with at least a 3.00 on a 4.00 scale for in the nursing major. They must have completed an undergraduate or graduate level statistics course and a course in research methods. They must also submit three professional references, a resume, and a professional statement (details at http://www.wcu.edu/learn/departments-schools-colleges/HHS/hhs-schools-depts/nursing/).

Applicants must be a registered nurse eligible for licensure to practice in North Carolina and have a minimum of one year of clinical nursing experience within the past five years and may be required to participate in an interview session that includes a written exercise. Applicants who are admitted to the program must own or have access to a computer with Internet service. Computer literacy is a necessary prerequisite. Meeting minimum requirements for admission does not guarantee acceptance into a program.

Program Description

The Master of Science degree in Nursing - Family Nurse Practitioner prepares nurses in an advanced practice role with competencies based on scientific inquiry, information literacy and ethics. Upon completion, graduates will be prepared to provide quality primary health care, health promotion, disease prevention, and management of common conditions across the life span. The two-year program requires 52 semester hours of graduate course work. The FNP program will include 640 clinical hours. A written comprehensive exam will be required during the final semester. Students have the option of choosing a thesis or project.

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

**Application Deadline:** February 15 of each year for Fall (August) entry.

**Family Nurse Practitioner Courses (17-18 hours):**

- **NSG 517 - Pathophysiology for the Advanced Practice Nurse** Credits: 3
- **NSG 622 - Advanced Pharmacology** Credits: 3
- **NSG 671 - Social and Behavioral Health Problems** Credits: 3
- **NSG 673 - Primary Care of Female Adolescents and Women's Health** Credits: 3
Social Work (M.S.W.)

Program Admission Requirements

In addition to the Graduate School Admission Requirements, all applicants are required to submit satisfactory GRE scores (or evidence of satisfactory completion of a graduate degree from an accredited institution within the previous 5 years), three letters of recommendation (at least one academic), supplemental essays and evidence of adequate undergraduate preparation (18 semester hours with a range of studies in the liberal arts, humanities, physical sciences, diversity, and behavioral sciences). Some Human Services related experience, including volunteer work, is also required. Students must be accepted into the MSW program to enroll in the required MSW courses.

Program Description

The Master of Social Work degree program prepares graduates for advanced generalist practice as social work practitioners, consultants, supervisors, administrators, and other leadership roles in their communities. The two-year program requires 56-62 credit hours of graduate coursework and includes 1,080 field practicum contact hours. The total number of required credit hours depends on whether the student qualifies to take and successfully passes waiver exams for SOCW 534 and 535.

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

Completion of the following coursework and successful performance in the field practicums are required for graduation. Students must successfully complete the first (foundation) year courses before enrolling in second (concentration) year courses. Required courses include SOCW 504, SOCW 534, SOCW 535, SOCW 551, SOCW 553, SOCW 562, SOCW 564, SOCW 586, SOCW 596, SOCW 627, SOCW 662, SOCW 664, SOCW 673, SOCW 686, and SOCW 687.

Year One: Foundation Year
Fall Semester:

- SOCW 504 - Diversity, Difference, & Social Justice Credits: 3
- SOCW 534 - Human Behavior in the Social Environment Credits: 3
- SOCW 551 - Social Policy Credits: 3
- SOCW 553 - Practice I: Foundations of Social Work Practice Credits: 3
- SOCW 564 - Organizational and Community Practice Credits: 3

Spring Semester:

- SOCW 535 - Research Credits: 3
- SOCW 586 - Foundation Field Practicum Credits: 6
- SOCW 596 - Foundation Field Practicum Seminar Credits: 2
- SOCW 562 - Practice II: Assessment and Psychopathology Credits: 3
  Social Work Elective (3 hrs)

Year Two: Concentration Year

Fall Semester:

- SOCW 627 - Practice III: Clinical Interventions- Theory and Practice Credits: 3
- SOCW 686 - Advanced Field Practicum and Integrative Seminar I Credits: 6
- SOCW 673 - Rural Community Advocacy Credits: 3
  Social Work Elective (3 hrs)

Spring Semester

- SOCW 664 - Leadership and Management Credits: 3
- SOCW 687 - Advanced Field Practicum and Integrative Seminar II Credits: 6
- SOCW 662 - Practice IV: Interventions with Families and Groups Credits: 3 hrs
  Social Work Elective (3 hrs)

Applied Electives:

- SOCW 510 - Social Work With Groups Credits: 3
- SOCW 515 - Social Work and Mental Health Credits: 3
- SOCW 520 - Addictions Credits: 3
- SOCW 522 - Methods of Substance Abuse Treatment Credits: 3
- SOCW 524 - Cultural Competence in Substance Abuse Practice Credits: 3
- SOCW 525 - Science of Addiction Credits: 3
- SOCW 526 - Child Welfare Credits: 3
- SOCW 527 - Trauma-Informed Social Work with Children Credits: 3
- SOCW 528 - School Social Work: Policy and Practice Credits: 3
- SOCW 529 - Social Work With Older Adults Credits: 3
Social Work Advanced Standing Program

The advanced standing program allows a small number of exceptional students with earned bachelor's degrees in social work from a CSWE accredited program within the previous 5 years to complete their MSW degree in one year instead of two by waiving the first year foundation requirements. Students applying for this option must demonstrate their readiness to function at the level of a second year MSW student. Acceptance into the Advanced Standing Program is not automatic, and admission to the program is competitive. NOTE: Graduating with an undergraduate degree in social work within the five year limit does not prevent interested applicants from applying to the regular program of study.

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

- SOCW 653 - Advanced Standing Bridge Course Credits: 3

Substance Abuse Studies Certificate Program

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

- SOCW 520 - Addictions Credits: 3
- SOCW 522 - Methods of Substance Abuse Treatment Credits: 3
- SOCW 524 - Cultural Competence in Substance Abuse Practice Credits: 3
- SOCW 525 - Science of Addiction Credits: 3

Psychology (S.S.P.)

Program Admission Requirements

In addition to the Graduate School Admission Requirements, a B average calculated for the two years of undergraduate work is required as well as a satisfactory score on the General Test of the Graduate Record Examinations (GRE). A personal statement is required and a personal interview will be requested. Three recommendations for former instructors who are in a position to judge the applicant's aptitude for graduate study need to be provided. A Master's Degree is not required for entrance into this program.

Program Description

The school psychology program is a terminal degree program that requires the completion of 72 semester hours and no masters degree is obtained on the way to earning the Specialist in School Psychology degree. The program includes two practica (7 hours total), a year-long internship (12 hours total) and the completion of either a thesis or a research project (6 hours total). Successful completion of the program, including passing the Praxis II exam and requirements related to licensure, will lead to recommendation for Level II licensure and National Certification as a School Psychologist (NCSP).
School Psychology Hours: 72

- PSY 622 - Academic Interventions and Settings Credits: 3
- PSY 623 - School-Based Consultation Credits: 3
- PSY 624 - Child and Adolescent Development Credits: 3
- PSY 648 - Applied Child Neuropsychology Credits: 3
- PSY 651 - Advanced Research Methods and Statistics I Credits: 4
- PSY 652 - Advanced Research Methods and Statistics II Credits: 3
- PSY 653 - Research as a Professional School Practice Credits: 3
- PSY 661 - Psychological Assessment I Credits: 4
- PSY 663 - Assessment and Intervention with Preschool Children Credits: 3
- PSY 664 - Psychological Assessment II Credits: 3
- PSY 673 - Professional Issues Credits: 3
- PSY 674 - Advanced Child Psychopathology Credits: 3
- PSY 675 - Cognitive Behavioral Interventions Credits: 3
- PSY 678 - Family Systems Credits: 3
- PSY 683 - Internship in Psychology Credits: (6)
- PSY 684 - Internship in Psychology Credits: (6)
- PSY 686 - Practicum Credits: 1-4, R12
- PSY 697 - Seminar: Behavioral/Emotional Evaluation of Children and Adolescents Credits: 3
- PSY 699 - Thesis Credits: 3, R6

Choose one of the following for a total of 6 hours or more:

- PSY 680 - Directed Study in Psychology Credits: 3, R9
- PSY 699 - Thesis Credits: 3, R6

Cherokee Studies Interdisciplinary Certificate (Post Baccalaureate Certificate)

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

Required (6 hours)

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

Electives

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

- ANTH 531 - North American Prehistory Credits: 3
- ANTH 540 - Archaeological Field Techniques Credits: 3
- ANTH 541 - Archaeological Problems and Analyses Credits: 3
- ANTH 561 - Indians of North America Credits: 3
Construction Management Land Development (Post Baccalaureate Certificate)

The post baccalaureate graduate certificate in Construction Management with a land development concentration is designed for anyone interested in learning about the land development business and process. Candidates for the post baccalaureate graduate certificate in Construction Management concentrating in land development must have completed a baccalaureate degree from a regionally accredited institution with an acceptable grade point average. The GMAT or GRE is not required for admission. The post baccalaureate graduate certificate in Construction Management with a concentration in land development will be awarded upon successful completion of the following courses. However, if a student has completed the MCM degrees in the non-land development track, students would complete CM 500 and CM 530 as part of the MCM degree. Students who completed the MCM degrees prior to fall of 2011 and have credit for CM 659 are not required to take CM 530. In these cases students would only be required to take the remaining four or five courses for the certificate.

Required Courses:

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

Culturally Based Native Health (Post Baccalaureate Certificate)

Program Admission Requirements: Same as Graduate School Admission Requirements.

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

Required Courses:

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

Elective Courses:

- NAS 552 - The Roots of Health Disparities in Native American Populations Credits: 3
- NAS 571 - Indigenous and Western Psychologies Credits: 3
- NAS 572 - Healing the Wounded Native Child Credits: 3
- NAS 576 - American Indian Tobacco and Substance Credits: 3
Family Nurse Practitioner (Post Master’s Certificate)

Program Admission Requirements

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

Program Description

A post master's certificate program is available to nurses who have earned a master's degree in Nursing. The certificate program prepares the nurse in the advanced practice role of a Family Nurse Practitioner with competencies based on scientific inquiry, information literacy and ethics. Upon completion graduate will be prepared to provide quality primary health care, health promotion, disease prevention and health promotion and management of common conditions across the lifespan. The three year program requires 43 hours of graduate course work including 640 clinical hours. A comprehensive clinical exam will be required during the final semester.

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

FNP Certificate (43 hours)

- NSG 517 - Pathophysiology for the Advanced Practice Nurse Credits: 3
- NSG 622 - Advanced Pharmacology Credits: 3
- NSG 671 - Social and Behavioral Health Problems Credits: 3
- NSG 673 - Primary Care of Female Adolescents and Women's Health Credits: 3
- NSG 674 - FNP III: Primary Care of Children and Adolescents Credits: 3
- NSG 675 - Primary Care of Adults Credits: 3
- NSG 683 - FNP Clinical Management Women's Health Focus Credits: 2
- NSG 684 - FNP Clinical Management: Pediatric Focus Credits: 3
- NSG 685 - FNP Clinical Management: Adult Focus Credits: 3
- NSG 686 - FNP Clinical Management: Internship Credits: 3
- NSG 690 - Advanced Health/Physical Assessment and Diagnostics Credits: 3
- NSG 691 - FNP Applied Advanced Physical Assessment & Diagnostics Credits: 3
- NSG 692 - Primary Care of Geriatric Clients Credits: 3
- NSG 694 - FNP Primary Care Seminar Credits: 3
- NSG 784 - FNP Clinical Management: Geriatric Focus Credits: 3

Innovation Management, Graduate Certificate

The Graduate Certificate in Innovation Management is awarded to students who successfully complete four 3-credit courses:

- ENT 601 - Entrepreneurial Innovation Credits: 3
- ENT 610 - Entrepreneurial Creation Credits: 3
• ENT 640 - Entrepreneurial Feasibility Analysis Credits: 3

• ENT 655 - Planning a New Venture Credits: 3

***Courses MUST be taken in sequence***

If a student desires to complete the Master of Entrepreneurship degree program after completing the certificate program, and the student meets the admission requirements for the M.E. program, the student can apply all credits earned in the certificate program to the M.E. program.

Certificate Admission Requirements:

An undergraduate degree from a regionally accredited institution of higher education, with a 3.0 GPA average on the last 60 hours and a favorable recommendation from the M.E. Program Director. An applicant who has successfully completed a graduate degree previously does not have to meet the undergraduate grade point average requirement.

Classes will be held at:

Center for Innovation Conference Room
980 Hendersonville Road
Asheville, NC 28803

Graduate Program Director:

William Richmond, Ph.D.
Entrepreneurship, Sales & Marketing, and Hospitality & Tourism Department
College of Business
Western Carolina University
brichmond@email.wcu.edu
828-227-7192

Nurse Educator (Post Master's Certificate)

The Nurse Educator post master’s certificate is available for those students who have earned a Master of Science in Nursing (M.S. or M.S.N.) degree or those with a master’s degree in a related discipline. The postgraduate certificate program requires 19 semester hours of study and can be completed in four semesters. The postgraduate degree prepares nurses in an advanced practice role with competency in one of three educational areas: academic educator, staff educator, or patient educator.

NE Certificate Core

• NSG 651 - Teaching/Learning in Nursing Education Credits: 3
• NSG 652 - Curriculum Development Credits: 3
• NSG 687 - Practicum in Nursing Education Credits: 2

NE Certificate Cognate

• NSG 653 - Test and Measurement Credits: 3
• NSG 654 - Nursing Informatics Credits: 3
• NSG 583 - Clinical Specialty for Nurse Educators Credits: 2
• NSG 648 - Nursing Leadership in Healthcare Organizations Credits: 3
Public School Leadership-Post Master's Certificate

Program Admission Requirements:

Applicants must:

- have completed a Master's degree in Education or a related field from an accredited institution.
- hold or be eligible to hold a North Carolina A teaching license or a comparable license for another state.
- have completed at least 3 years of successful full-time teaching or equivalent experience in public schools. Pre-school teachers may include private sector experience.
- document ability to succeed at graduate level studies by meeting one of the following:
  - a master's degree with a preferred 3.5 GPA from an accredited university in an educationally-related field or
  - a doctoral degree from an accredited university in an educationally-related field
- submit three letters of recommendation from employers or former instructors who are in a position to judge the applicant's aptitude for graduate study and potential as a school leader. One recommendation must be from a current immediate supervisor.
- have completed (or take) graduate courses in research, curriculum, educational foundations and advanced psychology as part of their master's degree program.

Program Description:

The certificate in Public School Leadership is earned through the completion of a one-year, three semester graduate program. Students will take eight, three-credit courses, for a total of 24 credit-hours. This graduate program utilizes a hybrid (face-to-face and on-line) course delivery model. Four of the eight classes (two occurring in the fall and two occurring in the spring) will require face-to-face attendance. For each of these four classes, students will attend eight days of face-to-face instruction for a total of sixteen, face-to-face class days per semester. Each face-to-face class consists of a full-day, six-hour session. All face-to-face sessions will be held at our Biltmore Park instructional site in Asheville, NC. The remaining instructional hours for the courses will be delivered in an on-line format.

Students will take prescribed, three-credit courses across three semesters. Students will take three courses in the fall semester, three courses in the spring semester, and two in the summer. An internship, spanning across an entire school-year, is included in the prescribed course sequence. Internships are competency based and involve many aspects of a principal's responsibilities, including leadership of an improvement initiative.

A student who cannot complete the required courses in a given semester will be required to petition the faculty to change to a different cohort. The program requires completion of the certificate within 6 years of admission. Certificate and licensure requirements are coordinated throughout the program but are independently granted by NCDPI. Certificate completion does not guarantee licensure recommendation.

Required Courses

Course requirements for recommendation of the Add-on license certificate in School Administration (Principal) requires 24 hours total. Due to the cohort model, all EDL courses must be taken in the semester designated or the candidate must petition to change cohorts as specified on the program advising website.

- EDL 701 - Ethical School Leadership Credits: 1-3
- EDL 702 - Shaping School Culture Credits: 3
- EDL 703 - Instructional Leadership Credits: 3
- EDL 704 - Leadership for Continuous School Improvement Credits: 1-3
- EDL 786 - School-Site Internship I Credits: 1-4
- EDL 787 - School-Site Internship II Credits: 1-4
- EDRS 709 - Assessment for the Advancement of Student Learning Credits: 3
- EDL 721 - Current Topics in Education Law Credits: 3
Other Requirements:

Each student admitted to the Post Masters Certificate in Public School Leadership is required to know the material on the program advising website and is responsible to contact his/her advisor for assistance prior to registering.

Substance Abuse Studies (Post Baccalaureate Certificate)

Substance Abuse Studies Certificate Program Description

The department of Social Work offers a Substance Abuse Studies Certificate Program (12 credit hours) for students who are enrolled in the MSW or the M.S. in Clinical Mental Health Counseling program at WCU. Courses may be applied towards licensure or certification in substance abuse practice at a later date. Four courses (3 credit hours each) are taught as part of the Substance Abuse Studies certificate program for a total of 12 credit hours.

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

- Completion of the concentration field practicum or Internship in a substance abuse practice area. The MSW at WCU requires a field practicum (SOCW 686/687) and the MS in Clinical mental Health Counseling program requires an internship (COUN 686/687).
- Clinical supervision from a certified clinical substance abuse supervisor or certified clinical substance abuse intern.

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

Certificate Program Admission Requirements

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

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

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

Required Courses

- SOCW 520 - Addictions Credits: 3
  OR
- COUN 617 - Addictions Counseling Credits: 3
  (Students who take COUNS 617 in lieu of SOCW 520 will need to provide documentation of 3 clock hours in HIV and other communicable diseases training)
- SOCW 522 - Methods of Substance Abuse Treatment Credits: 3
- SOCW 524 - Cultural Competence in Substance Abuse Practice Credits: 3
- SOCW 525 - Science of Addiction Credits: 3
TESOL (Post Baccalaureate Certificate)

Program Admission Requirements: Same as Graduate School Admission Requirements.

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

The program enable students to analyze the linguistic components of English—syntax, morphology, semantics, pragmatics, phonology, phonetics, and discourse. Students also cover sociolinguistic questions concerning the relationship of language to culture and issues related to dialects and varieties of English. In addition, students will study language acquisition and have opportunities to apply theoretical insight to the practical task of designing and implementing lesson plans and courses of study.

Program Requirements

A student who selects the TESOL Certificate Program must successfully complete the following 18 hours of graduate coursework in TESOL:

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

Certificate in Technical and Professional Writing

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

The program requires 15 hours of course work.

Admission Requirements:

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

Required Courses (6 hours):

- ENGL 605 - Advanced Issues in Technical and Professional Writing Credits: 3
- ENGL 607 - Technical and Professional Editing Credits: 3
Technical and Professional Writing Courses (9 hours):

- ENGL 501 - Writing for Careers **Credits:** 3
- ENGL 589 - Co-op: Writing and Editing **Credits:** 3, R6
- ENGL 603 - Proposal and Grant Writing **Credits:** 3
- ENGL 604 - Writing for Electronic Environments **Credits:** 3
- ENGL 613 - Stylistics **Credits:** 3
- ENGL 618 - Research Methods in English **Credits:** 3
- ENGL 693 - Special Topics in English **Credits:** 3, R6

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

Primary Care Certificate

At the completion of this Primary Care Certificate the learner will be able to:

**Primary Care in the 21st Century**

- Recognize the impact of leadership and rapid change on the primary care team and utilize Change Management tools to lead the team in successful management of the change process
- Articulate the variety of professionals providing patient care services across the continuum of primary care and describe their roles and responsibilities
- Recognize and describe specific initiatives having an impact on the changing landscape of health care delivery including Accountable Care Organizations and Patient Centered Medical Homes

**Population Health**

- Analyze different definitions of population health and the role of population health in health outcomes
- Synthesize conditions and factors that influence the health of populations over the course of life
- Analyze the factors and social determinants associated with vulnerable populations

**Role of the RN in Primary Care**

- Demonstrate expertise in all aspects of triage care delivery in primary care, including best practices to ensure optimum patient care that is also compliant with staff role limitations
- Demonstrate the ability to interpret quality metric and other data and implement strategies to improve those metrics
- Analyze current and future state of delivery of case management services in primary care

**Informatics in Primary Care**

- Demonstrate skill in the analysis, design, and implementation of information systems including the outpatient electronic health record, the patient portal, patient registries, reporting modules and health information exchange modalities
- Analyze the communication between nurse clinicians, the medical office team and information technology personnel
- Evaluate information systems that capture critical nursing, patient and clinical information and their clinical and administrative uses

**Leader and Educator in Primary Care**

- Analyze selected leadership literature and describe the relevance to your role as a leader in primary care
- Apply principles of organizing and writing effective reports, proposals and business correspondence
- Demonstrate knowledge of effective communication, delegation and negotiation skills
Quality Improvement and Safety in Primary Care

- Identify the ethical and legal responsibilities of the RN related to Quality and Safety Education for nurses (QSEN) including knowledge, skills and attitudes (KSAs) related to patient-centered care, teamwork and collaboration, evidence-based practice (EBP) quality improvement (QI), safety, and informatics
- Identify forces influencing health care safety and quality including the role of national health care accreditation organizations
- Analyze the efforts to increase health care transparency, improve public reporting of health care, and reduce unwarranted variation in health care safety and quality

The Purpose of the Primary Care Certificate

This certificate will prepare baccalaureate nurses to function at the highest level of their license in all aspects of inter-professional primary care. Nurses will be prepared to function as leaders and educators providing excellent care in patient-centered health maintenance, prevention of illness, chronic disease management, triage, case management, quality metrics and population health.

Required Courses:

- NSG 521 - Primary Care in the 21st Century Credits: 3
- NSG 522 - Population Health Credits: 3
- NSG 523 - Role of the RN in Primary Care Credits: 3
- NSG 524 - Informatics in Primary Care Credits: 3
- NSG 525 - Leadership and Educator in Primary Care Credits: 3
- NSG 526 - Safety and Quality in Primary Care Credits: 3
Learning Outcomes

College of Arts and Sciences

- Biology (M.S.)
- Chemistry (M.S.)
- English (M.A.)
- History (M.A.)
- Public Affairs (M.P.A.)

College of Business

- Accountancy (M.Ac.)
- Business Administration (M.B.A.)
- Entrepreneurship (M.E.)
- Project Management Degree Program (M.P.M.)

College of Education and Allied Professions

- College Student Personnel (M.Ed.)
- Counseling, Clinical Mental Health (M.S.)
- Counseling, School (M.A.Ed.)
- Education Comprehensive Education (M.A.Ed. and M.A.T.)
- Educational Leadership (Ed.D.)
- Health Sciences (M.S.)
- Human Resources (M.S.)
- Psychology (M.A. and S.S.P.)

College of Fine and Performing Arts

- Fine Arts (M.F.A.)

College of Health and Human Sciences

- Communication Sciences and Disorders (M.S.)
- Health Sciences (M.S.)
- Nursing (D.N.P.)
- Nursing (M.S.)
- Physical Therapy (D.P.T.)
- Social Work (M.S.W.)

College of Engineering and Technology

- Construction Management (M.C.M.)
- Technology (M.S.)
Accountancy Learning Outcomes

For the M.Ac. (Master of Accountancy) degree

The College of Business is committed to providing students the knowledge and life-long learning skills needed for continued professional and personal development and assisting students in becoming business leaders and contributing citizens.

College of Business M.Ac. graduates will be:

1. Effective communicators.
   Students will speak and write effectively.

2. Knowledgeable of ethical principles.
   Students will be knowledgeable of ethical principles and the application of those principles.

3. Decision makers and problem solvers.
   Students will be able to identify situations requiring decisions and/or problems requiring solutions, find and use appropriate information to address the situation, identify alternative solutions, and make decisions.

4. Effective group members.
   Students will work effectively in groups.


Biology Learning Outcomes

For the M.S. degree

Upon completion of the degree requirements for the M.S. at the time of defense of the thesis, the students should satisfactorily meet the following criteria:

1. Written skills

2. Demonstrates a basic knowledge of concepts and theories of the field.

3. Demonstrates a command of scholarly style.

3. Effectively defines the research objectives.

4. Performed a study with appropriate methods/tools.

5. Acquired the necessary analytical skills.

6. Developed the acquired skills for independent research.

7. Oral skills

8. Demonstrates a basic knowledge of concepts and theories of the field.

9. Demonstrates a command of scholarly style.

10. Effectively defines the research objectives.

11. Performed a study with appropriate methods/tools.

12. Acquired the necessary analytical skills.
13. Developed the acquired skills for independent research.
14. Demonstrates an ability to communicate effectively.

**Business Administration Learning Outcomes**

*For the M.B.A. (Master of Business Administration) degree*

The College of Business is committed to providing students the knowledge and life-long learning skills needed for continued professional and personal development and assisting students in becoming business leaders and contributing citizens.

College of Business M.B.A. graduates will be:

1. Effective communicators.
   Students will speak and write effectively.

2. Knowledgeable of ethical principles.
   Students will be knowledgeable of ethical principles and the application of those principles.

3. Decision makers and problem solvers.
   Students will be able to identify decisions and/or problems requiring solutions, find and use appropriate information to address the situation, identify alternative solutions, and make decisions.

4. Effective group members.
   Students will work effectively in groups.

5. Knowledgeable of strategic management functional areas: accounting, business law, economics, finance, human resources, information systems, marketing, leadership, operations, statistics, strategy and value creation.

**Chemistry Learning Outcomes**

*For the M.S. degree*

- Current M.S. chemistry students can demonstrate chemistry knowledge.
- Current M.S. chemistry students are able to design and set up their own experiments.
- Current M.S. chemistry students understand what tools to use for different kinds of problems.
- Current M.S. chemistry students improve oral and written communication skills throughout enrollment.

**Clinical Mental Health Counseling Learning Outcomes**

*For the M.S. degree*

1. Commitment to the belief that individuals are valuable, responsible, and capable.
2. Knowledge and understanding of the foundation and development of the skills necessary in effective counseling relationships.
3. Knowledge and understanding of major counseling theories as they relate to effective practice.
4. Understanding of the multifaceted nature of human development across the lifespan from various theoretical perspectives.
5. Knowledge of societal change and the influences of culture, ethnicity, age, race, gender, sexual orientation, religion, conditions of disabilities, and the implications for counseling practice.

6. Understanding of theoretical foundations of group processes including developmental stages and group procedures as they relate to effective practice.

7. Knowledge of research types, understanding of basic statistics, and facility in problem identification, research design, and computer applications in data analysis.

8. Understanding of the basic concepts of group and individual measurement and evaluation, evaluation including the selection and administration of standardized and non-standardized group tests, proper interpretation of results, and their utilization in the helping process.

9. Knowledge and understanding of career development theories and their relevance for career and lifestyle analysis planning, and decision making.

10. Knowledge and understanding of family counseling including systems theory, family development across the lifespan, and various models of family therapy.

11. Professional orientation based on knowledge and understanding of such areas as ethical and legal issues, professional roles and functions, credentialing, and professional organizations.

12. Understanding the dynamics of my behavior/attitudes, a willingness to grow personally and professionally, and a means of self-evaluation which together enhance the development and effective practice of my personal model of counseling.

13. Skills in establishing and maintaining individual and group relationships through supervised experiences that facilitate the integration of the knowledge base of counseling with my personal counseling model.

14. The skills necessary to formulate effective treatment plans and use the Diagnostic and Statistical Manual of Mental Disorders (DSM) (current edition) in a counseling session.

15. Understanding of the growth and scope of clinical mental health counseling settings, including professional practices, environmental influences, variety of work options, and anticipated trends.

**Comprehensive Education Learning Outcomes**

*For the M.A.Ed. and M.A.T. degrees*

**Assessment**

In the area of assessment, graduate teacher candidates will …

1. develop effective approaches to assessment, evaluation and diagnosis.

2. use research to assess the teaching/learning environment and inform their practice.

3. evaluate and select appropriate resources and materials to support student learning.

4. communicate with parents, students and other appropriate audiences about assessment policies, plans and outcomes.

5. use technology to collect, analyze, and interpret assessment data

**Differentiation/Diversity**

In the areas of differentiation and diversity graduate teacher candidates will…

1. understand and implement the principles of Universal Design for Learning.
2. meet the needs of diverse learners by differentiating content, activities and assessments.

3. implement culturally responsive curriculum, pedagogy and classroom management practices that model caring and respect.

4. create collaborative partnerships with families, schools, and communities to promote a positive school culture.

5. use technology to differentiate instruction for learners with varied needs.

Leadership
In the area of leadership graduate teacher candidates will demonstrate an understanding of…

1. how teacher leaders use effective communication, collaboration and team-building to facilitate the development of an inviting, respectful, supportive, inclusive, and flexible educational environment.

2. how teacher leaders use knowledge, skills and dispositions to promote an educational culture that values reflective practice.

3. how to set goals and establish priorities to promote collaborative partnerships with families, schools and communities to positively affect student learning.

4. professional learning communities and how they function within an educational setting.

5. how teacher leaders encourage information literacy through continual professional development.

Research
In the area of research, graduate teacher candidates will…

1. describe the fundamental assumptions, goals, and practices of educational research.

2. understand and use the research process to adapt instruction and promote student learning.

3. identify commonalities and distinguishing features of various research traditions in education (including non-experimental, experimental, qualitative, program evaluation, and action research).

4. interpret and critique published research in order to inform practice.

5. use current tools to support the research process to bring about applied solutions for educational change.

Communication Sciences and Disorders Learning Outcomes

For the M.S. degree

Program Student Learning Outcomes

1. Students will demonstrate the acquisition and application of knowledge, skills, and dispositions necessary to prevent and diagnose disorders of communication across the lifespan.

2. Students will demonstrate the acquisition and application of knowledge, skills, and dispositions necessary to treat disorders of communication across the lifespan.

3. Students will demonstrate informed clinical judgments through innovative evidence-based practices that honor and respect cultural, linguistic, and individual diversity.

4. Students will commit to pre-professional growth by demonstrating the implementation of ethical and informed practices that respond to changing populations and scope of practice demands.
Academic Goals:
The CSD Department prepares SLPs who provide services in the prevention, evaluation and management of human communication and its disorders. SLPs provide services to individuals of all ages and across diverse cultural populations. The academic goals of the CSD Department are to prepare specialists who possess and demonstrate:

(1) An understanding of the basic processes of human communication based upon knowledge in the physical, social, and cognitive sciences;

(2) An understanding of the nature of disorders of human communication;

(3) An understanding of the basic principles underlying the prevention, evaluation, and management of these disorders;

(4) Application of these principles within an inviting, reflective, decision-making process for the provision of clinical services of the highest quality;

(5) An understanding and application of knowledge that enables them to function within interdisciplinary contexts across settings with persons from diverse backgrounds;

(6) Competence as consumers, users, and producers of applied research; and,

(7) Commitment to continuing education and professional development.

Clinical Goals:
The academic and clinical goals are integrated into the total program of the student at WCU. The purpose of clinical education is to provide opportunities for observation and supervised clinical practice with a diverse clinical population. The clinical educational goals of the program are to prepare competent clinicians who possess and demonstrate:

(1) Skill in planning and administering a variety of diagnostic procedures;

(2) Competence in interpreting diagnostic results and designing intervention there from;

(3) Implementation of treatment procedures reflecting knowledge of an individual's communication competence and different service delivery models;

(4) Management of administrative aspects of service delivery in a variety of settings including oral and written reporting, scheduling, record keeping, corresponding, etc. ;

(5) Effective interaction with students representing diverse backgrounds and individuals within their communication system and with allied professionals;

(6) Initiation and regulation of ongoing, professional development; and,

(7) Ethical and social awareness of issues affecting the profession as a context addressing larger issues of practice in the community and the world.

Construction Management Learning Outcomes

For the M.C.M. degree

Graduates of the Master of Construction Management Program will:

1. Apply their technical knowledge as practicing professionals or to engage in further graduate education.

2. Work successfully in their chosen career individually and within a professional team environment.

3. Engage in professional development in their profession by adapting to new technology and career challenges.
4. Function as leaders within the construction industry and within their professional realm.

Upon graduation, Master of Construction Management (MCM) students will have:

a. the ability to solve technical problems using advanced mathematical, analytical, and computational methods;

b. the ability to synthesize advanced technical knowledge in a traditional or emerging area of construction, including sustainability;

c. the ability to effectively communicate technical information related to emerging issues in the construction industry in oral and written form;

d. the ability to understand and address financial and contractual implications of construction management decisions;

e. the ability to lead virtual teams and to identify the role of leadership in organizational success;

f. and the ability to identify and address ethical dilemmas in the construction industry.

Doctorate in Nursing Practice Learning Outcomes

For the D.N.P. degree

Graduates of the Western Carolina University DNP Program will:

1. Analyze and integrate evidence from nursing science with evidence from other relevant scientific disciplines to form a scientific foundation for advanced practice in nursing.

2. Apply clinical scholarship, scientific evidence, and analytical methods to improve health care outcomes.

3. Develop and evaluate systems to enhance safety and quality of health care.

4. Advocate and participate in collaborative interdisciplinary efforts to improve health outcomes at the practice/organization, community, state and national levels.

5. Engage in culturally competent and ethically sound advanced nursing practice.

6. Demonstrate leadership in the improvement of patient outcomes and transformation of health care delivery.

7. Manage directly the complex problems of clients/populations and systems to facilitate access and navigation of the health care system to improve health outcomes.

Educational Leadership Learning Outcomes

For the Ed.D. (Educational Doctorate) degree

Student learning outcomes in the Ed. D. in Educational Leadership are:

1. To address authentic problems of practice in educational organizations through effective collaboration across organizational and community boundaries

2. To employ appropriate inquiry designs and processes to define and solve complex problems of practice

3. To build organizational capacity for continuous, evidence-based improvement
English Learning Outcomes

For the M.A., M.A.T., and M.A.Ed. degrees

1. M.A. students will master the skills of their discipline at a high level: thinking critically, communicating effectively, using and evaluating information responsibly, and applying appropriate technologies.

2. M.A. students will demonstrate a sophisticated knowledge of literature, professional writing, or rhetoric and composition, depending on their concentration.

3. M.A.Ed. and M.A.T. students in English will demonstrate high-level knowledge of educational principles, practices, and pedagogy, in addition to a knowledge of their subject area—whether English methods or language and literature.

4. M.A. students who elect to write a thesis will demonstrate expertise in in-depth library research, the organization of a substantial document, and a high-level of writing.

Entrepreneurship Learning Outcomes

For the M.E. (Master of Entrepreneurship) degree

The College of Business is committed to providing students the knowledge and life-long learning skills needed for continued professional and personal development and assisting students in becoming business leaders and contributing citizens.

College of Business M.E. graduates will be:

1. Effective communicators.
   Students will speak and write effectively.

2. Knowledgeable of ethical principles.
   Students will be knowledgeable of ethical principles and the application of those principles.

3. Decision makers and problem solvers.
   Students will be able to identify situations requiring decisions and/or problems requiring solutions, find and use appropriate information to address the situation, identify alternative solutions, and make decisions.

4. Effective group members.
   Students will work effectively in groups.

5. Knowledgeable of entrepreneurial planning, innovation, finance, marketing, and operations and capable of identifying and developing entrepreneurial opportunities.

Fine Arts Learning Outcomes

For the M.F.A. (Master of Fine Arts) degree

1. Well developed studio practice in one or more areas of specialization

2. Theoretical, historical and cultural understanding of contemporary art

3. Ability to conduct creative and scholarly research

4. Ability to write and speak about art and the theoretical issues of the discipline

5. Knowledge and understanding of professional practices in studio art and the methodologies for teaching art
Health Sciences Learning Outcomes

For the M.S. degree in Health Sciences

Graduates of the Master of Health Sciences (MHS) program:

• Demonstrate leadership skills in management, educational and/or clinical competencies required by healthcare and health services delivery systems

• Design and conduct research applicable to clinical and/or organizational issues, sharing those findings through professional presentation and submission to peer-review journals.

• Practice effective communication and critical thinking skills, resolving problems; using information and technology responsibly.

• Analyze current regulatory, policy and political trends in healthcare and health services delivery systems

• Advocate for improvement in quality, access and performance in healthcare services for individuals, aggregate groups and populations

Higher Education in Student Affairs Program Learning Outcomes

For the M.Ed. degree

The Higher Education in Student Affairs program at Western Carolina University is based on the premise that competent practitioners must be committed to the growth and development of all students and must possess the skills to create environments in which such growth and development can occur. As such, the program has established a number of cognitive, affective, and behavioral goals which are addressed through classes, internships, graduate assistantships, and individual and group interactions between faculty and students.

COGNITIVE GOALS
1. Students will understand existing models and philosophies of student affairs practice.

2. Students will understand the historical and philosophical roots of the student affairs profession.

3. Students will understand the goals and activities involved in the various student affairs functional areas.

4. Students will become familiar with the characteristics, needs, and values of college students from diverse backgrounds and appreciate the importance of diversity to their work in student affairs.

5. Students will understand factors involved in the growth and development of students.

6. Students will become familiar with principles of organizational development and administration as they apply to higher education and student affairs.

7. Students will understand standards of professional practice as described in the Council for the Advancement of Standards in Higher Education.

8. Students will understand basic counseling theories and techniques as they apply in student affairs settings.

9. Students will understand the basic principles of enrollment management and their role in both recruitment and retention of students.

10. Students will understand principles of group dynamics as they apply to student affairs.
11. Students will understand the historical development of higher education as well as the current role, functions, and structure, and issues facing higher education.

12. Students will be familiar with aspects and outcomes of the college environment and their impact on students.

13. Students will understand the basic differences between academic and student affairs cultures which impinge on their work in higher education.

14. Students will understand legal and ethical issues facing the student affairs profession.

15. Students will understand basic research principles.

16. Students will understand basic budget principles and resource management issues in student affairs work.

17. Students will understand basic teaching methodologies, which they may use in their work as student affairs professionals.

AFFECTIVE GOALS

1. Students will respect the worth and dignity of all people and value differences.

2. Students will be sensitive to their impact on others.

3. Students will be sensitive to their professional and ethical responsibilities as student affairs practitioners.

4. Students will understand learning and professional development as continuing processes throughout their careers.

BEHAVIORAL GOALS

1. Students will be able to apply principles of organizational development and administrative practice in their work settings.

2. Students will demonstrate the ability to work effectively with students in one-on-one situations and in groups.

3. Students will be able to demonstrate effective helping skills - listening, responding, and referral.

4. Students will demonstrate the ability to use and integrate various theoretical approaches in analyzing current problems and issues in student affairs.

5. Students will be able to design effective programs and interventions, which draw upon and integrate various student affairs theory bases.

6. Students will demonstrate the ability to analyze, synthesize and integrate student affairs literature.

7. Students will demonstrate effective writing skills.

8. Students will demonstrate effective skills in oral presentation.

History Learning Outcomes

For the M.A. degree

Program Goals; the Department seeks:

• To impart to students a body of knowledge about the global past and its relationship to the present and the future.

• To cultivate in students the ability to evaluate diverse perspectives and the capacity for moral reflection.
• To help students develop an understanding of change over time.

• To cultivate in students the ability to think critically.

• To help prepare students for productive, meaningful, and responsible lives beyond the university.

Student Learning Outcomes; students will:

• Encounter a broad range of periods, cultures, ideas, and perspectives.

• Demonstrate proficiency in historical research and writing, including the ability to synthesize information from multiple sources into a coherent whole.

• Demonstrate an understanding of change over time and historical causation.

• Apply critical thinking skills to historical problems.

• Evaluate perspectives and arguments from the past and about the past.

**Human Resource Management Learning Outcomes**

*For the M.S. degree*

The MSHR program at Western Carolina University aligns its curriculum with required content areas specified by the Society for Human Resource Management (SHRM) in its graduate HR curriculum guidebook. Accordingly, students who complete the program and earn their degree will be able to describe, analyze, and apply the concepts and practices of:

• HR's role in the organization
• Employee and labor relations
• Employment law
• Change management
• Ethics
• Job analysis and job design
• Managing a diverse workforce
• HR metrics and measurement
• Performance management
• Staffing
• Strategic HR
• Total rewards
• Training and development
• Workforce planning and talent management
• Internal consulting
• Organizational development

**Nursing Learning Outcomes**

*For the M.S. degree, including family nurse practitioner, nurse anesthesia, nurse educator, and nursing administration concentrations*

Upon completion of the M.S. in Nursing, the graduates will:

• Demonstrate competence in a defined role or area of advanced nursing practice.

• Utilize the process of scientific inquiry to translate evidence into advanced practice nursing.
• Demonstrate cultural sensitivity and an understanding of human diversity in delivery of health care across the lifespan.

• Build and lead collaborative inter-professional care teams to improve quality outcomes.

• Lead in the integration of healthcare services across practice environments.

• Promote excellence in practice environments through a commitment to lifelong learning.

Physical Therapy Learning Outcomes

For the D.P.T. (Doctor of Physical Therapy) degree

1. Manage patients/clients safely and effectively consistent with the expectations set forth in the Guide to Physical Therapist Practice1:
   a. Select and conduct appropriate screening and examination tests/strategies (patient/client history, systems review, and tests/measures) and synthesize the results utilizing sound clinical judgment into a comprehensive evaluation.
   b. Determine (from the evaluation) a physical therapy diagnosis and prognosis.
   c. Establish an effective plan of care based on unique needs and goals of the patient/client consistent with evidence.
   d. Skillfully perform intervention with reassessment and adaptation as indicated.
   e. Assess outcomes of professional performance and intervention with patients/clients, both formally and informally.

2. Critically evaluate literature and other resources to be an informed practitioner, while applying principles of evidence-based practice to patient/client management.

3. Interact with other health care practitioners and service providers in a manner that reflects an understanding of complementary roles and maximizes potential contributions of other providers toward the common goal of optimal patient/client care and health promotion.

4. Demonstrate professional behavior consistent with APTA's Core Values of accountability, altruism, compassion/caring, excellence, integrity, professional duty and social responsibility2.

5. Communicate (verbal, non-verbal and written) competently and effectively with various constituencies in ways congruent with situational needs.

6. Act with consideration for individual differences, values, preferences and expressed needs.

7. Educate others using relevant and effective teaching methods.

8. Demonstrate behaviors consistent with lifelong learning.

9. Promote health and quality of life by applying principles of health promotion to defined population groups.

10. Function responsibly and knowledgably within an organization in regards to various administrative and management parameters in accordance with regulatory and legal requirements.

11. Demonstrate professional and social responsibility by active involvement in professional organizations and service to the broader community.
Project Management Learning Outcomes

*For the M.P.M. (Master in Project Management degree*

The College of Business is committed to providing students the knowledge and life-long learning skills needed for continued professional and personal development and assisting students in becoming business leaders and contributing citizens.

College of Business M.P.M. graduates will be:

1. Effective communicators.
   Students will speak and write effectively.

2. Knowledgeable of ethical principles.
   Students will be knowledgeable of ethical principles and the application of those principles.

3. Effective decision makers.
   Students will be able to identify decisions and/or problems requiring solutions, find and use appropriate information to address the situation, identify alternative solutions, and make decisions.

4. Effective group members.
   Students will work effectively in groups.

5. Knowledgeable of project management, project management processes, tools, techniques and the interpretation of the Project Management Book of Knowledge (PMBOK).

Psychology Learning Outcomes

*For the M.A. and S.S.P degrees*

Clinical:

1. Students will demonstrate an ability to function as culturally competent and ethically-minded mental health professionals and researchers in a variety of settings and systems.

2. Students will demonstrate an understanding of core areas of psychology (clinical, developmental, cognitive, biological, personality) designed to provide a general theoretical and applied orientation.

3. Students will demonstrate an ability to competently administer and interpret cognitive, academic, behavioral, emotional, and social assessment tools, and provide consultation to clients, care givers, and systems.

4. Students will demonstrate an ability to function as scientist-practitioners who can effectively interpret, utilize, apply, and conduct empirically based research.

5. Students will demonstrate a proficiency in gathering clinical data, identifying psychopathology, utilizing diagnostic classification systems, identifying appropriate diagnoses, and implementing evidence-based treatment in adherence with ethical principles.

General Experimental:

1. Students will be able to design and conduct independent research.

2. Students will be able to develop general knowledge of the prominent theories and contributors in the core areas of experimental psychology.

3. Students will develop expertise in a specific area of interest in psychology.
4. Students will develop proficiency in writing empirical research articles.

**Specialist in School Psychology (SSP):**

1. Students will be able to apply psychological and educational research in a critical manner.

2. Students will have an understanding of the educational system including organizational hierarchy, channels of communication, and how to accomplish goals within the educational system.

3. Students will be knowledgeable about legal and ethical principles that govern the field of school psychology.

4. Students will be able to administer and interpret cognitive, academic, behavioral, emotional, and social assessment tools (both norm-referenced and criterion-referenced).

5. Students will be able to develop empirically based academic and behavioral interventions and monitor student progress in these interventions and consult with families, teachers, and administrators in implementing those interventions.

**Public Affairs Learning Outcomes**

*For the M.P.A. degree*

Students will:

- demonstrate and understanding our program mission and serve the regional engagement mission of our MPA program
- demonstrate an understanding of how to organize people to maximize the quality of governance in the public and nonprofit sectors
- demonstrate a basic command of the concepts and theories in public administration and affairs
- demonstrate an understanding and application of the advantages and disadvantages of policy choices
- demonstrate mastery of the public policy process
- demonstrate an understanding of public service concepts and theories
- demonstrate the ability to apply theory to practice
- demonstrate proficient oral communication to interact productively with a diverse and change workforce and citizenry.
- demonstrate proficient written communication to interact productively with a diverse and change workforce and citizenry

**School Administration Learning Outcomes**

*For the M.S.A. (Masters in School Administration)degree*

Candidates will:

1. Exhibit leadership skills through the creation and implementation of a collaborative comprehensive student learning change project designed to create a positive impact on student learning and development.

2. Demonstrate skills for leading change and empowering teacher leaders.

3. Provide leadership that embraces community involvement and engagement.
4. Demonstrate understanding of organizational management: specifically budget, communication, human relations, schedules, rules, expectations, and other systems and processes which allow the focus to remain on improved student achievement.

5. Implement policies and practices which lead to positive school culture and safety for the school community.

6. Demonstrate ability to explain and analyze data, facilitate collaboration among various stakeholders in the school community, and oversee a school improvement plan designed to focus on student achievement.

**School Counseling Learning Outcomes**

*For the M.A.Ed. degree*

1. Commitment to the belief that individuals are valuable, responsible, and capable.

2. Knowledge and understanding of the foundation and development of the skills necessary in effective counseling relationships.

3. Knowledge and understanding of major counseling theories as they relate to effective practice.

4. Understanding of the multifaceted nature of human development across the lifespan from various theoretical perspectives.

5. Knowledge of societal change and the influences of culture, ethnicity, age, race, gender, sexual orientation, religion, conditions of disabilities, and the implications for counseling practice.

6. Understanding of theoretical foundations of group processes including developmental stages and group procedures as they relate to effective practice.

7. Knowledge of research types, understanding of basic statistics, and facility in problem identification, research design, and computer applications in data analysis.

8. Understanding of the basic concepts of group and individual measurement and evaluation, evaluation including the selection and administration of standardized and non-standardized group tests, proper interpretation of results, and their utilization in the helping process.

9. Knowledge and understanding of career development theories and their relevance for career and lifestyle analysis planning, and decision making.

10. Knowledge and understanding of family counseling including systems theory, family development across the lifespan, and various models of family therapy.

11. Professional orientation based on knowledge and understanding of such areas as ethical and legal issues, professional roles and functions, credentialing, and professional organizations.

12. Understanding the dynamics of my behavior/attitudes, a willingness to grow personally and professionally, and a means of self-evaluation which together enhance the development and effective practice of my personal model of counseling.

13. Skills in establishing and maintaining individual and group relationships through supervised experiences that facilitate the integration of the knowledge base of counseling with my personal counseling model.

14. The skills necessary to formulate effective treatment plans and use the Diagnostic and Statistical Manual of Mental Disorders (DSM) (current edition) in a counseling session.

15. Knowledge and understanding necessary for the design, development, maintenance, evaluation, and improvement of a comprehensive developmental school counseling program.
Social Work Learning Outcomes

For the M.S.W., based on Council of Social Work Education (CSWE) Core Competencies

Program Competency 1 - Identify as a professional social worker and conduct oneself accordingly

Program Competency 2 - Apply social work ethical principles to guide professional practice

Program Competency 3 - Apply critical thinking to inform and communicate professional judgments

Program Competency 4 - Engage diversity and difference in practice

Program Competency 5 - Advance human rights and social and economic justice

Program Competency 6 - Engage in research-informed practice and practice-informed research

Program Competency 7 - Apply theories and knowledge of human behavior and the social environment

Program Competency 8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Program Competency 9 - Recognize and respond to the changing contexts that shape all levels of practice

Program Competency 10(a)-(d) - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

   Program Competency 10(a) – Engagement
   Program Competency 10(b) – Assessment
   Program Competency 10(c) – Intervention
   Program Competency 10(d) – Evaluation

Technology (Engineering Technology) Learning Outcomes

For the M.S. degree

Graduates of the Master of Science in Technology Program will:

1. Apply their advanced technical knowledge as practicing professionals or engage in graduate education at the doctoral level.

2. Work successfully in their chosen career as an engineering team leader.

3. Have lifelong learning skills and are able to apply their engineering knowledge to critically evaluate relevant literature and new technologies or systems.

Upon graduation, M.S. in Technology (MST) students will have:

a. an ability to solve technical problems using advanced mathematical, analytical, and computational methods applicable to the specific discipline;

b. an ability to identify and experiment to meet a need, conduct the experiment, and analyze and explain the resulting data;

c. an ability to synthesize advanced technical knowledge in a traditional or emerging area of technology or engineering;

d. an ability to communicate effectively in both written and oral forms.
Graduate Courses

**ACCT 551 - Financial Accounting Concepts and Standards I**

Concepts and standards for external financial reporting emphasizing financial statements and in-depth coverage of cash, receivables, inventory, property, plant and equipment, and revenue recognition.

**Credits** (3)

**ACCT 552 - Financial Accounting Concepts and Standards II**

Concepts and standards for external financial reporting emphasizing financial statements and in-depth coverage of liabilities, owner's equity, pensions, leases, accounting for income taxes and investments.

**Prerequisites** 551 or equivalent.

**Credits** (3)

**ACCT 601 - Financial Analysis**

Concepts of financial and industry analysis with emphasis on evaluation of corporate performance and financial strength.

**Credits** 3

**ACCT 605 - Accounting Theory and Research**

Conceptual framework of financial accounting, cash flows, financial statements, intangibles, and revenue recognition. Emphasis on accounting and tax research methodology and tools.

**Prerequisites** MAcc program or permission of Program Director

**Credits** 3

**ACCT 615 - Accounting Theory and Practice**

Liabilities, stockholders' equity, investments, income taxes, pensions, leases, accounting changes, and disclosure issues.

**Prerequisites** MAcc program or permission of Program Director

**Credits** 3

**ACCT 616 - Advanced Accounting Theory and Practice**

Consolidated financial statements, international accounting, not-for-profit accounting, and advanced issues.

**Prerequisites** MAcc program or permission of Program Director

**Credits** 3
ACCT 620 - Income Tax Theory and Applications

Federal income tax theory and research; corporations, partnerships, sub-S corporations, LLCs and LLPs, estates and trusts; advanced property transactions including tax deferred exchanges, conversions and recapture.

Prerequisites MAcc program or permission of Program Director

Credits 3

ACCT 625 - Advanced Accounting Information Systems

Current technology issues and impact on Accounting profession are covered. Topics include internal controls, business processes, systems development, IT controls and database concepts.

Prerequisites MAcc program or permission of Program Director

Credits 3

ACCT 630 - Taxation of Flow-through Entities

Concepts of flow-through business entities, including partnerships, S corporations, and limited liability companies. Focus on tax consequences for formation, operation, and termination of entities.

Prerequisites MAcc program or permission of Program Director

Credits 3

ACCT 635 - Governmental and Nonprofit Accounting

Concepts of financial reporting models and practices used in government and nonprofit entities.

Prerequisites MAcc program or permission of Program Director

Credits 3

ACCT 640 - Auditing

Standards and principles of internal and external auditing, regulatory agency promulgations, and application of the standards and principles in audit and assurance services.

Prerequisites ACCT 625 or permission of Program Director

Credits 3

ACCT 645 - Advanced Individual Taxation

Emphasis on topics affecting high-wealth individuals such as taxation of investments, charitable giving, alternative minimum tax, foreign income and assets, and compensation and retirement planning.

Prerequisites MAcc program or permission of Program Director

Credits 3
ACCT 651 - Advanced Managerial Accounting

Concepts underlying financial reports, management applications of cost, and accounting measurement.

**Prerequisites** MAcc program or permission of Program Director

**Credits** 3

ACCT 662 - Taxation and Business

Tax laws affecting business decisions involving capital expenditures; timing of income and expenditures; alternative financing.

**Credits** 3

ACCT 670 - Ethics for Accounting Professionals

Study of the ethical standards to the professional of accountancy.

**Prerequisites** Admission to M.Ac. Program or permission of instructor.

**Credits** (1-3) R3

ACCT 682 - Research Project in Accounting

Research Project in Accounting

**Prerequisites** Detailed project proposal must be approved by department head and director of graduate program.

**Credits** 1-3, R6

ACCT 683 - Accounting Internship

A full-time work situation providing in-depth experience in Accounting practices. S/U grading.

**Prerequisites** Permission of internship coordinator and either undergraduate degree in Accounting or completion of 9 hours of graduate level Accounting courses with a 3.0 GPA minimum.

**Credits** 1-3, R3

ACCT 684 - Accounting Internship

A full-time work situation providing in-depth experience in Accounting practices. S/U grading.

**Prerequisites** Permission of internship coordinator and either undergraduate degree in Accounting or completion of 9 hours of graduate level Accounting courses with a 3.0 GPA minimum.

**Credits** 3

ACCT 685 - Accounting Internship

A full-time work situation providing in-depth experience in Accounting practices. S/U grading.

**Prerequisites** Permission of internship coordinator and either undergraduate degree in Accounting or completion of 9 hours of...
graduate level Accounting courses with a 3.0 GPA minimum.

**Credits 3**

**ACCT 693 - Topics in Accounting**

Topics in Accounting

**Prerequisites** Permission of department head and director of graduate programs in business.

**Credits 1-3, R6**

**ACCT 779 - Continuing Research-Non-Thesis Option**

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

**Prerequisites** Must NOT be enrolled in a thesis program.

**Credits 1, R10**

**ANTH 514 - Minority Groups**

Relations between dominant and subordinate races and ethnic groups; historical and comparative aspects; African Americans, Chicanos, and Indians. This course is cross-listed with SOC 514.

**Credits 3**

**ANTH 517 - Southern Appalachian Culture**

Stability and change in the sociocultural institutions of the region.

**Prerequisites** PREQ: 260 or SOC 231.

**Credits 3**

**ANTH 519 - Comparative Family**

The family as a social institution in various cultures.

**Prerequisites** PREQ: 260 or SOC 231.

**Credits 3**

**ANTH 531 - North American Prehistory**

Cultural history of the peoples of prehistoric North America, including Mexico.

**Prerequisites** PREQ: 250 or permission of instructor.

**Credits 3**
ANTH 540 - Archaeological Field Techniques
Basics of field work; surveying, photography, excavation, recording, and preservation techniques.
Prerequisites PREQ: Permission of instructor.
Credits 3

ANTH 541 - Archaeological Problems and Analyses
Experience in collecting and analyzing relevant archaeological data.
Prerequisites PREQ: Permission of instructor.
Credits 3

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

ANTH 565 - Cultures of South Asia
The cultures of India, Pakistan, Ceylon, Nepal, Afghanistan, and other South Asian countries.
Prerequisites PREQ: 260.
Credits 3

ANTH 566 - Folklore
Major forms, theories, and functions of lore among the world’s cultures; collection, classification, and analysis of folklore.
Prerequisites PREQ: Permission of instructor.
Credits 3

ANTH 573 - Contemporary Cherokee Culture and Society
Present-day Cherokee culture and society; the effects of tourism and the reservation system on lifestyles.
Prerequisites PREQ: 260 or permission of instructor.
Credits 3
ANTH 577 - Cultures of sub-Saharan Africa
Cultural diversity and development in sub-Saharan Africa from earliest times to the present.
Credits 3

ANTH 581 - Independent Study in Anthropology
Independent Study in Anthropology
Prerequisites PREQ: Written application; approval of instructor and advisor.
Credits 1,2, R6

ANTH 593 - Topics in Anthropology
Topics in Anthropology
Prerequisites PREQ: Permission of instructor.
Credits 3, R6

ART 500 - Research Methods
This course will introduce graduate students to major topics in art historical research, emphasizing special methods of investigation and of historical and critical analysis.
Credits 3

ART 501 - Art of World Cultures
This course covers traditional and contemporary arts and crafts of a specific culture TBA.
Credits 3

ART 504 - Greco Roman Art
Development of art and architecture of Greek and Minoan civilizations through the Hellenistic period, and of Roman art from the Republic through the Empire.
Credits 3

ART 505 - History of Photography
Study of modern photography starting with early developments in the renaissance, through digital work.
Credits 3
ART 506 - Renaissance Art

The Renaissance in Italy and northern Europe: major trends and personalities in art and architecture.

Credits 3

ART 509 - Seventeenth and Eighteenth Century Art

Major baroque and rococo artists, architects, landscape, and urban designers in Europe.

Credits 3

ART 512 - Nineteenth Century Painting

Major figures and styles in European painting.

Credits 3

ART 514 - American Art

From colonial limners to contemporary art.

Credits 3

ART 516 - Contemporary Art

Major figures and styles in European painting. Contemporary directions in the visual arts since 1945; emphasis on trends during the past five years.

Credits 3

ART 517 - Modern Sculpture

Academic sculpture in the nineteenth century. Modernist innovations from Rodin to David Smith.

Credits 3

ART 518 - Development of Modern Art: Painting, Sculpture, and Architecture

From Manet, Rodin, and Richardson to Post-Modernism in painting, sculpture, and architecture.

Credits 3
ART 519 - History of Design

Survey of the development of graphic design from prehistory through contemporary visual communications; topics include typography, photography, illustration, and current conceptual and art historical issues.

Credits 3

ART 531 - Drawing Studio I

This course helps students form a studio practice that enables them to critically evaluate, understand and develop their work through the investigation of different drawing conventions, issues in contemporary drawing, and study of the historical framework relevant to their own work.

Prerequisites PREQ: Permission of instructor.

Credits 1-9, R12

ART 532 - Design Studio I

Emphasis on personal direction and advanced technical problems.

Prerequisites Permission of instructor

Credits 3, R12

ART 533 - Painting Studio I

Individual studio projects.

Prerequisites Permission of instructor

Credits 1-9, R12

ART 534 - Printmaking Problems

Individual studio projects. 6 Studio.

Prerequisites PREQ: Permission of instructor.

Credits 1-9, R12

ART 535 - Book Arts Studio I

This course focuses on individual studio projects.

Prerequisites Permission of instructor

Credits 1-9, R12

ART 544 - Sculpture Studio I

Emphasis on personal direction and advanced technical problems.
Prerequisites Permission of instructor

Credits 1-9, R12

**ART 551 - Ceramics Studio I**

Individual studio projects.

Prerequisites Permission of instructor

Credits 1-9, R12

**ART 554 - Photography Studio I**

Individualized course of study in studio arranged in consultation with a faculty member.

Credits 3, R12

**ART 561 - Imaging + Digital Studio**

Integration of video, photo imaging, computer imaging, animation and other electronic media

Prerequisites Permission of instructor

Credits 1-9, R12

**ART 563 - Methods of Teaching Middle and High School Art**

The application of art and curriculum theory to art curriculum planning, classroom management, student exhibitions, and critical thinking in middle and high school art classrooms. Field experience required. 6 Studio.

Credits 3

**ART 564 - Art Education Problems**

Art Education Problems

Prerequisites PREQ: Permission of instructor.

Credits 3, R6

**ART 565 - Methods of Teaching Elementary School Art**

Planning and teaching age-appropriate, multicultural and integrated lessons based on theories of art and curriculum development for the diverse populations in elementary schools. Field experience required. 6 Studio.

Credits 3

**ART 571 - Integrated Media Studio I**

Individual and collaborative research with various disciplines in the visual arts, dance, theater, music, the environmental and social sciences, architecture, and related areas.
Prerequisites Permission of instructor

Credits 1-9, R12

ART 582 - Independent Study in Art Issues

6 Studio.

Prerequisites PREQ: Written proposal; permission of instructor.

Credits 1-6

ART 586 - Exhibition Practicum

Designed to familiarize the student with organizational, administrative, and operational structures of an art gallery and museum including the introduction of planning, curating, and installing professional art exhibitions.

Prerequisites PREQ: Permission of department head.

Credits 3

ART 593 - Topics in Studio Practice

Projects, summer programs, or workshops.

Prerequisites Permission of instructor

Credits 1-9, R12

ART 596 - Art History Seminar

Art History Seminar

Prerequisites PREQ: Permission of instructor.

Credits 3

ART 630 - Studio Teaching Practicum

Investigation of successful teaching methods for higher education studio arts.

Credits 3

ART 631 - Drawing Studio II

Advanced studio projects

Prerequisites Permission of instructor

Credits 1-9, R15
ART 632 - Design Studio II

Advanced studio projects.

Prerequisites Permission of instructor

Credits 1-9, R15

ART 633 - Painting Studio II

Advanced studio projects. 6 Studio.

Prerequisites Permission of instructor.

Credits 1-9, R15

ART 634 - Printmaking Studio II

Advanced studio projects.

Prerequisites Permission of instructor

Credits 1-9, R15

ART 635 - Book Arts Studio II

Advanced individual studio projects.

Prerequisites Permission of instructor

Credits 1-9, R15

ART 644 - Sculpture Studio II

Advanced studio projects.

Prerequisites Permission of instructor

Credits 1-9, R15

ART 651 - Ceramics Studio II

Advanced studio projects.

Prerequisites Permission of instructor

Credits 1-9, R15
ART 661 - Imaging + Digital Studio II

Advanced studio on integration of video, photo imaging, computer imaging, animation and other electronic media.

**Prerequisites** Permission of instructor

**Credits** 1-9, R15

ART 667 - Photography Studio II

Advanced studio projects.

**Prerequisites** Permission of instructor

**Credits** 1-9, R15

ART 671 - Integrated Studio II

Continuation of individual and collaborative research with various disciplines in the visual arts, dance, theatre, music, environmental and social sciences, architecture, and other related areas.

**Prerequisites** Permission of instructor

**Credits** 1-9, R15

ART 673 - Community Service Projects

Individual or collaborative projects in the regional non-profit, educational or professional cultural community. S/U grading. 6 Studio.

**Prerequisites** PREQ: Permission of instructor.

**Credits** 3

ART 674 - Studio Critique Seminar

Assessment of student work and progress from faculty and visiting artists and critics.

**Prerequisites** Permission of instructor

**Credits** 3, R18

ART 675 - Professional Preparation

Professional preparation of portfolio, exhibition, writing, resourcing and social skills. 6 Studio.

**Prerequisites** PREQ: Permission of instructor.

**Credits** 3
ART 676 - Art Theory and Criticism

This course develops an advanced understanding of Art as a complex cultural medium through the discussion of key theoretical and critical approaches.

Credits 3

ART 680 - Independent Study in Art Education

Independent Study in Art Education

Prerequisites PREQ: Written proposal; permission of instructor.

Credits 3, R6

ART 681 - Graduate Problems in Studio Art

6 Studio.

Prerequisites PREQ: Permission of instructor.

Credits 1-9, R15

ART 682 - Independent Study in Art Issues

6 Studio.

Prerequisites PREQ: Permission of instructor.

Credits 1-6

ART 697 - Seminar in Art Education

Philosophical, aesthetic, psychological, and curricular ramification of issues in art education.

Credits 3, R6

ART 699 - Thesis Exhibition

Written thesis and solo exhibition with oral defense.

Prerequisites PREQ: Permission of instructor.

Credits 6
ART 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites PREQ: Must NOT be enrolled in a thesis program.

Credits 1, R10

ART 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites PREQ: Student must be enrolled in a thesis program.

Credits 2, R24

IDES 520 - Environments for Aging

Aging theories applied to environments and impacts on behavior. Individual and social implications discussed and environment-behavior patterns explored.

Credits 3

ASI 593 - Topics in American Studies

Seminar on particular facets of American culture such as literature and art, philosophy and politics, and folklore and society.

Credits 3, R6

ASI 594 - Topics in Cherokee Studies

Various topics in Cherokee Studies such as anthropology, history, sociology, and literature.

Prerequisites PREQ: Permission of instructor.

Credits 3, R6

ASI 634 - Methods, Theories and Critiques in Cherokee Studies

Methods, theories and responses in Native American and Cherokee Studies.

Prerequisites PREQ: Permission of instructor.

Credits 3
ASI 697 - Cherokee Studies Research Seminar

Methods, theories, and Native American perspectives integrated in a major research paper or project. Independent research required.

**Prerequisites** PREQ: 634.

**Credits** 3

AST 601 - Astronomy for Teachers

Solar and stellar astronomy; methods and materials for elementary and secondary teaching.

**Credits** 3

ATTR 510 - Gross Human Anatomy

This course includes cadaver dissection and advanced study of the body to include anatomy, kinesiologic and biomechanical principles, as well as functional anatomy of the musculoskeletal, circulatory, integumentary and nervous systems.

**Prerequisites** Admission to Program

**Credits** 3

ATTR 520 - Emergency Procedures in Athletic Training

This course will teach athletic training students skills and techniques required to examine, recognize/diagnose, and manage emergent conditions.

**Prerequisites** Admission to Program

**Credits** 3

ATTR 523 - Clinical Procedures in Athletic Training

Completion of clinical skills needed for the prevention and treatment of musculoskeletal injuries in the physically active population.

**Prerequisites** Admission to Program

**Credits** 2

ATTR 530 - Therapeutic Interventions

Designed to introduce the student to foundations, theories and concepts of pain modulation, rehabilitation and reconditioning of the physically active population, as well as, cryotherapy and thermotherapy treatment techniques. Designed to introduce the student to the foundations of electrical current in rehabilitation, electrical stimulation therapeutic modalities, ultrasound, iontophoresis, and light therapies commonly utilized in the athletic training.

**Prerequisites** ATTR 523

**Credits** 3
ATTR 540 - Evidence Based Practice I

Prepares students to critically review and use evidence in the field of athletic training to prepare for the Board of Certification Examination and professional practice.

Prerequisites ATTR 510

Credits 1

ATTR 541 - Evidence Based Practice II

Prepares students to critically review and use evidence in the field of athletic training to prepare for clinical practice and life-long learning

Credits 1

ATTR 550 - Pathophysiology and Pharmacology

Teaches concepts of clinical pathophysiology and pharmacology related to assessment, recognition and treatment of non-orthopedic conditions found in the physically active population.

Prerequisites ATTR 510

Credits 3

ATTR 560 - Lower Extremity Evaluation and Treatment

Evaluation techniques, programs, theories and concepts vital to rehabilitation and reconditioning of the lower extremity, including the foot, ankle, knee and hip, and common orthopedic conditions of the lower extremity in the physically active population.

Prerequisites ATTR 510

Credits 5

ATTR 562 - Upper Extremity Evaluation and Treatment

Evaluation techniques, programs, theories and concepts vital to rehabilitation and reconditioning of the upper extremity, including the shoulder, elbow, wrist and hand, and common orthopedic conditions of the upper extremity in the physically active population.

Prerequisites ATTR 560

Credits 5

ATTR 583 - Clinical Education I

Designed to introduce the student to the process of clinical education through involvement at an approved clinical education site.

Prerequisites Admission to Program

Credits 1
ATTR 584 - Clinical Education II

Designed to introduce the student to the process of clinical education through involvement at an approved clinical education site.

Prerequisites ATTR 583

Credits 2

ATTR 594 - Special Topics

A course designed for special topics, areas of interest, or relevancy to the field and not covered in the program's curriculum.

Credits 1-3

ATTR 610 - Psychosocial Aspects of Athletic Training

Designed to prepare students to practice in a manner that respects the cultures, values and socioeconomic status of patients. Additionally this course will prepare students to identify, refer and support patients with behavioral and mental health disorders.

Prerequisites ATTR 670

Credits 2

ATTR 612 - Health Promotion & Wellness

Designed to introduce students to policies of public health, including integration of epidemiological data, in planning and implementing prevention programs and the care of patients /clients, communities, and populations.

Prerequisites ATTR 670

Credits 2

ATTR 630 - Manual Therapy

Designed to introduce the student to theories of manual therapy of the lower and upper extremity, as commonly utilized in athletic training.

Prerequisites ATTR 560

Credits 3

ATTR 635 - Injury Prevention & Performance Enhancement

This course provides students the opportunity to study techniques in the analysis of mechanical factors related to human movement with an overview of the physiological responses and adaptations to physical activity, aerobic exercise and strength training; including programs, theories and concepts vital in injury prevention, rehabilitation and reconditioning.

Prerequisites ATTR 562

Credits 3
**ATTR 640 - Evidence Based Practice III**

Prepares students to critically review and use evidence in the field of athletic training to prepare for clinical practice and life-long learning.

**Credits 1**

**ATTR 650 - Administration & Organization in Athletic Training**

Designed to examine the various issues, legality, policies and procedures involved with the administration of athletic training in a variety of professional settings.

**Credits 3**

**ATTR 652 - Transition to Professional Practice**

Designed to prepare students to the transition from student to professional as it addresses topics such as licensure, decision-making and communication with stakeholders. This course will also serve as a culminating experience for the evidence-based practice class, in which students will disseminate research; thus serving to develop professional communication and networking skills.

**Prerequisites** ATTR 640

**Credits 2**

**ATTR 660 - Neuroanatomy, Evaluation, & Treatment**

This course includes cadaver dissection and advanced study of the brain and neurological system. Evaluation techniques and treatment techniques of neurological conditions.

**Credits 5**

**ATTR 670 - Athletic Training in Primary Care**

Designed to introduce the student to the techniques, processes, and skills utilized by an athletic trainer in the primary care setting.

**Prerequisites** ATTR 550

**Credits 3**

**ATTR 674 - Diagnostic Testing**

Provides fundamental clinical knowledge of commonly utilized diagnostic imaging techniques in sports medicine.

**Prerequisites** ATTR 670

**Credits 2**

**ATTR 682 - Independent Study**

Independent study in Athletic Training.

**Credits 1-3**
ATTR 683 - Clinical Education III

Designed to introduce the student to the process of clinical education through involvement at an approved clinical education site.

**Prerequisites** ATTR 584

**Credits** 3

ATTR 684 - Clinical Education IV

Designed to introduce the student to the process of clinical education through involvement at an approved clinical education site.

**Prerequisites** ATTR 683

**Credits** 1

ATTR 685 - Clinical Education V

Designed to introduce the student to the process of clinical education through involvement at an approved clinical education site.

**Prerequisites** ATTR 684

**Credits** 6

ATTR 686 - Clinical Education VI

Designed to introduce the student to the process of clinical education through involvement at an approved clinical education site.

**Credits** 2

ATTR 694 - Special Topics

A course designed for special topics, areas of interest, or relevancy to the field and not covered in the program's curriculum.

**Prerequisites** none  **Corequisites** none

**Credits** 1-3 R2

BIOL 512 - Cellular and Molecular Immunology

Detailed examination of the immune response, including: antigen recognition, effector mechanisms, immunogenetics, immunoregulation, immunity to infection, immunopathology, tumor and transplantation immunology, and autoimmunity.

**Credits** 3

BIOL 513 - Principles of General Microbiology

Survey of microorganisms emphasizing: morphology, physiology, genetics, and ecology of prokaryotes (bacteria and archaea); microorganisms and disease; environmental and applied microbiology; and taxonomy of prokaryotes.

**Credits** 4
BIOL 514 - Methods of General Microbiology

Microscopy; morphological, cultural, physiological, and serological characteristics of microorganisms; microbiology of food, water, and soil. 6 Lab.

Credits 2

BIOL 515 - Plant Physiology


Credits 3

BIOL 516 - Plant Molecular Biology

Molecular aspects of plant development. Examination of the structure, expression, and function of genes involved in the flowering plant life cycle, including genes controlling embryogenesis, vegetative growth, plant pathogen interaction, and reproduction.

Credits 3

BIOL 517 - Biochemistry

The metabolism of carbohydrates, lipids, nucleic acids, and proteins in plant and animal systems.

Credits 3

BIOL 519 - Cell Biology

Structure, function and techniques for the study of cells. 3 Lecture.

Credits 3

BIOL 520 - Darwin’s Origin of Species

A detailed reading and analysis of Darwin’s landmark work, “On the Origin of Species,” examining its historical and philosophical context, and its social and scientific significance.

Prerequisites PREQ: Graduate status.

Credits 3

BIOL 522 - Forensic Biology

Principles of nuclear and mitochondrial DNA analysis, decomposition, autopsy, forensic databases, and bioterrorism.

Credits 4
BIOL 523 - Biophysics

Principles of biophysics. Topics include cell physiology, chemotaxis, molecular motors, physical constraints of an environment, diffusion, receptor complexes, and signal transduction.

Credits 3

BIOL 524 - Pharmacology

An introduction to medicinal chemistry. Topics include pharmacodynamics, pharmacokinetics, and the process of drug discovery, design, and development. 3 lec.

Credits 3

BIOL 525 - Flora of the Southern Appalachians

Taxonomy of flowering plants of the region; family relationships; use of keys for identification; recognition, collection, documentation, and preservation of specimens. One weekend collecting field trip. 2 Lecture 6 Lab.

Credits 4

BIOL 533 - Ecological Co-Adaptations

In-depth study of co-evolutionary interactions, including seed dispersal, pollination, host-parasite, and plant-microbe interactions such as nitrogen fixation. Lecture, laboratory and field trips. 3 lec, 3lab.

Credits 4

BIOL 534 - Terrestrial Landscape Ecology

Landscape structure and dynamics; major North American biomes; field and descriptive methods; required field labs and trips; 3 Lecture 3 Lab/Field.

Credits 4

BIOL 535 - Aquatic Ecology

Biological, physical, and chemical components and processes in lakes and streams; field studies of local lakes and their biota. 2 Lecture 6 Lab.

Credits 4

BIOL 538 - Ecological Restoration

Exploration of ecological restoration theory and management applications from fine to coarse scales approaches, and including composition, structural and functional components of ecosystems.

Credits 3
BIOL 541 - Conservation Biology

Exploration of biodiversity conservation principles as they apply to managed ecosystems. Components of biodiversity, threats to biodiversity, and strategies for conserving it will be examined.

Credits 3

BIOL 553 - Principles of Systematics

Principles and methods used in describing animal and/or plant taxa and in testing hypotheses of evolutionary relationships; individual research projects on the systematics of selected taxa.

Credits 3

BIOL 555 - Vascular Plants

Biology of the higher plants; club and small club mosses, quillworts, scouring rushes, ferns, gymnosperms, and angiosperms in living and fossil form. 3 Lecture 3 Lab.

Credits 4

BIOL 561 - Molecular Medicine

The study of the molecular and cellular basis of disease, and the application of this knowledge to the development of new clinical and diagnostic tools, medications, and therapies.

Credits 3

BIOL 566 - Aquaculture

Introduction to commercial practices for the production of fish; review of the generic elements involved in aquaculture systems with examples of aquatic farming; examination of problems related to industry.

Credits 1

BIOL 567 - Biostatistics

Statistical concepts and methods for biologists, design of experiments for computer analysis by ANOVA, single or multiple regression, principal components. 2 Lecture 2 Lab.

Prerequisites PREQ: An elementary statistics course or permission of instructor.

Credits 3

BIOL 570 - Biology of Arthropods

Functional morphology, physiology, natural history, and systematics of the arthropods; field/lab emphasis on spiders. 2 Lecture 6 Lab.

Credits 4
BIOL 571 - Animal Behavior

Mechanisms, development, functional significance, and evolution of behavior; individual research projects, films, and discussions in lab. 3 Lecture 3 Lab.

Credits 4

BIOL 572 - Ornithology

Anatomy, physiology, ecology, behavior, diversity, and evolution of birds. Lab will focus on identification of North Carolina birds, field research techniques, and behavior. 3 lecture, 3 lab.

Credits 4

BIOL 573 - Microbial Ecology

Ecology of Archaea and Bacteria. Population and community detection, diversity, and roles in biogeochemical cycling using cultivation and molecular techniques. 3 Lecture 3 Lab.

Prerequisites PREQ: 304 and 413 or 414. COREQ: 573 Lab.

Credits 4

BIOL 574 - Virology

This course is designed to provide students with an overview of the field of virology. In the first part of the course students will learn about the discovery of viruses and important findings that have greatly impacted human health and the fields of molecular biology, cell biology, and biochemistry. We will then dive into the molecular nature of viral genomes and their replication strategies. In the last part of the course students will learn about the battle between the virus and the host and the bizarre chain of immunological events that follows infection of a host organism with a specific virus. Core concepts in innate and adaptive immune responses will be introduced to allow for in depth discussions about viral pathogenesis, vaccines, and anti-viral therapeutics. The field of virology is very broad and constantly changing and therefore cannot be completely covered in a one-semester course. However, it is the sincere goal of the instructor of this course to provide students with the tools that will allow them to further their knowledge of viruses on their own and enable them to initiate meaningful discussions with others. Scientific communication skills (both written and verbal) are of upmost importance and will be stressed throughout the course. Students will also participate in class discussions of current virology topics. Graduate students will apply knowledge gained in the lecture portion of the course by leading class discussions of primary literature topics relevant to the course. The instructor will assign a current journal article related to material being covered in class. With the instructors supervision the graduate student will then create a class discussion activity related to the journal article. The Graduate student will then be responsible for furthering the class's knowledge of the topic during a journal club presentation and by leading a class discussion activity. At the end of the semester all students will research a virus of interest to them using primary literature and texts available through Hunter library. Students will write a report on their findings as well as present them orally to class. Students will be expected to demonstrate a mastery of all topics covered in the course and clearly communicate this knowledge to their fellow classmates through their presentation and written report.

The laboratory component of this course is designed to safely give students hands on experience working with viruses. While working with locally isolated bacteriophages (viruses that infect bacteria) students will learn basic virological techniques such as sterile technique, virus culture, virus stock growth, and infectious virus particle quantification/purification methodologies. Each student in the class will work with their own unique bacteriophage and thus results between different students in the class are expected to vary. Class discussions and data comparisons between students will facilitate a greater understanding of the potential experimental outcomes of the techniques applied in the course. All students will then complete an experimental series using their own stock of bacteriophage. During this experimental series students will learn and apply assorted molecular biology techniques.
such as DNA purification, restriction enzyme analysis, cloning, PCR, and Sanger sequencing. Students will evaluate the results of their experiments to first identify which bacteriophage they are working with, and then further the knowledge of their bacteriophage using partial sequence comparisons with other known mycobacteriophages with the goal of putative cluster placement. Graduate students will then plan and conduct their own experimental series (wet lab or bioinformatics based) using available bacteriophages that will be expected to contribute to the mycobacteriophage program recently started at WCU by Dr. Gainey, Dr. Wallen, and Megan Eckardt. At the conclusion of the laboratory portion students will write a comprehensive report to communicate the results of their experimental laboratory series. In addition students will also gain some experience working in a biological safety cabinet while learning mammalian tissue culture.

Credits 4

BIOL 576 - Contemporary Fisheries

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

Credits 4

BIOL 577 - Herpetology

Study of the biological diversity, evolution, life history, ecology, and conservation of amphibians and reptiles. Field trips required.

Prerequisites PREQ: Permission of instructor.

Credits 4

BIOL 578 - Parasitology

This course is intended to provide an exploration into the world of parasites. Emphasis will be placed on the life cycles and natural histories of those parasites that coexist with humans and animals and some of the worldwide toll these parasites exact.

Credits 3

BIOL 589 - Cooperative Education in Biology

S/U grading. Only 3 hours apply toward degree.

Prerequisites PREQ: Minimum of 9 hours of graduate courses with at least a B average and approval of department head, advisor, and cooperative education coordinator.

Credits 3, R6

BIOL 593 - Advanced Studies in Biology

Advanced Studies in Biology

Prerequisites PREQ: Permission of department head.

Credits 1-6, R12
BIOL 612 - Principles of Chemical Ecology
Biochemistry, physiology, and function of secondary compounds stressing alkaloids, phenolics, and terpenoids.
Credits 3

BIOL 613 - Molecular Biology
Credits 3

BIOL 614 - Principles of Chemical Ecology Laboratory
Techniques for isolating, identifying, and studying biological functions of alkaloids, phenolics, and terpenoids. 6 Lab.
Prerequisites COREQ: 612.
Credits 2

BIOL 632 - Biogeography
Plant and animal distribution; ecological and historical factors contributing to distribution of the earth’s biota.
Credits 3

BIOL 636 - Physiological and Ecosystem Ecology
In-depth study of environmental effects on physiological and morphological traits and their influences on energy and nutrient cycling through ecosystems. Lecture, laboratory and field exercises. 3 lec, 3 lab.
Credits 4

BIOL 639 - Ecological Genetics
A course for ecologists interested in learning how ecological/conservation genetics maintain evolutionary processes and promote ecosystem health.
Credits 3

BIOL 642 - Population and Community Ecology
Population ecology concepts and questions from empirical and theoretical perspectives, including population structure, dynamics, regulation, demography, life histories, metapopulations, competition, predation, parasitism, and mutualism. 3 lecture/discussion, 3 lab/field.
Prerequisites PREQ: Permission of Instructor.
Credits 4
BIOL 643 - Evolutionary Processes

Mechanisms of evolution; emphasis on current research and hypotheses such as group selection, kin selection, r and K selection, and sympatric speciation.

Credits 3

BIOL 672 - Ichthyology

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

Credits 4

BIOL 675 - Advanced Methods in Ecology and Evolution

In-depth study of field, computer simulation, and laboratory methods used to study the evolutionary ecology and ecological interactions across levels from individuals through landscapes. 3 Lecture, 2 Lab.

Credits 4

BIOL 693 - Topics in Biology

Topics in Biology

Prerequisites PREQ: Permission of department head.

Credits 1-6, R12

BIOL 694 - Topics in Biology

S/U grading.

Prerequisites PREQ: Permission of department head.

Credits 1-6, R12

BIOL 696 - Seminar in Biology

Presentations regarding current topics in biology.

Credits 1, R3

BIOL 697 - Introduction to Graduate Studies in Biology

An introduction to teaching methods, ethics in science, thesis proposal writing and experimental design. This course also provides an introduction to Biology faculty research.

Credits 2
BIOL 698 - Comprehensive Examination

Comprehensive exam for MS in Biology students.

**Prerequisites** Students must have completed their first two semesters (summer excluded) of study.

**Credits** 0

BIOL 699 - Thesis

Only 6 semester hours may be applied toward degree.

**Credits** 1-6, R12

BIOL 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

**Prerequisites** PREQ: Must NOT be enrolled in a thesis program.

**Credits** 1, R10

BIOL 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

**Prerequisites** PREQ: Student must be enrolled in a thesis program.

**Credits** 1-6, R24

BK 513 - Literacy

Advanced study of emergent literacy in young children from a developmental and constructivist perspective. Includes regular observation and data collection.

**Prerequisites** PREQ: PSY 624.

**Credits** 3

BK 514 - Numeracy

Advanced study of emergent numeracy in young children from a developmental and constructivist perspective. Includes regular observation and data collection.

**Prerequisites** PREQ: PSY 624.

**Credits** 3
BK 566 - Infant Development

Genetics, prenatal development, health, learning, perception, cognition, language, attachment, social development, environmental influences, family, culture, intervention programs.

**Prerequisites** PREQ: PSY 624.

**Credits** 3

BK 588 - Internship/Field Experiences

Observing, planning, teaching, and evaluating young children with and without disabilities in a variety of settings. 5 days/week, full-time.

**Prerequisites** PREQ: EDCI 602, PSY 624, BK 570.

**Credits** 3

BK 603 - Current Family Theory and Research

Professional family theory and research; sources of research data and information.

**Prerequisites** PREQ: EDCI 602.

**Credits** 3

BK 607 - Action Research in Early Childhood

Development, implementation, and evaluation of action research addressing an issue or trend in early childhood education.

**Prerequisites** PREQ: EDCI 602, PSY 624, BK 570.

**Credits** 3

BA 500 - Career Pathways: Enhancing Professional Skills for Graduate Students

Professional and career skills for graduate students, including teamwork, creativity, presentation skills, oral communication, writing skills, analysis and synthesis of data, and planning and organization.

**Credits** 0

BA 589 - Cooperative Education Experience

An elective in addition to existing program requirements. S/U grading.

**Prerequisites** Minimum of 9 hours at the 600 level with at least a B average.

**Credits** 3
BA 593 - Current Topics in Business Administration

New or innovative approaches to solving business problems. Not available for credit toward graduate degrees in the College of Business.

Prerequisites Permission of instructor and director of graduate programs in business.

Credits 1-3, R4

BA 682 - Independent Research Project

Supervised, student initiated research project. Three supervised contact hours with instructor.

Prerequisites Permission of department head and Director of Graduate Program.

Credits 3

BA 693 - Topics in Business Administration

Topics in Business Administration

Prerequisites Permission of department head and director of graduate programs in business.

Credits 3, R6

BA 779 - Continuing Research-Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites Must NOT be enrolled in a thesis program.

Credits 1, R10

LAW 630 - International Law

Its practice, sources, sphere of operation, questions determined by it, applicable courts, and extent to which it is observed and enforced.

Credits 3

LAW 640 - Legal & Regulatory Environment in Accounting

Study of legal and regulatory matters relevant to the practice of accountancy in the public accounting, industry, government and not-for-profit segments

Credits 3
LAW 693 - Topics in Business Law

Topics in Business Law

Prerequisites Permission of department head and director of graduate programs in business.

Credits 1-3, R6

LAW 695 - Seminar in Business Law

Seminar in Business Law

Prerequisites Permission of instructor.

Credits 3

CHEM 521 - Advanced Inorganic Chemistry

Survey of structure and bonding in inorganic compounds, acid-base theory, coordination complexes of transition metals and fundamentals of crystal-field and ligand-field theory.

Prerequisites Enrollment in the Chemistry 4+1 concentration with a grade of C or better in CHEM 321 and CHEM 352; or enrollment in the Chemistry MS program.

Credits 3

CHEM 535 - Instrumental Analysis II

Advanced theory and practice of modern chemical instrumentation including environmental, biological and materials applications. 2 lecture, 3 lab.

Credits 3

CHEM 540 - Synthetic Organic Chemistry

Synthetic methods and mechanistic study to include selected topics emphasizing relationships between structure and reactivity.

Prerequisites Enrollment in the Chemistry 4+1 concentration with a grade of C- or better in CHEM 242 (lecture); or enrollment in the Chemistry MS program.

Credits 3

CHEM 541 - Physical Organic Chemistry

An in depth study of physical organic chemistry with an emphasis on structure and bonding and experimental determination of reaction mechanisms.

Prerequisites Enrollment in the Chemistry 4+1 concentration with a grade of C- or better in CHEM 242 and 352; or enrollment in the Chemistry MS program.

Credits 3
CHEM 542 - Introduction to Organic Polymers

Linear and cross-linked polymers; selected topics emphasizing relationships between structure and properties.

**Prerequisites** Enrollment in the Chemistry ABM concentration with completion of CHEM 370; or enrollment in the Chemistry MS program.

**Credits** 3

CHEM 545 - Structural Determination

Survey of instrumental methods used in determining the structure of organic molecules. Topics will include MS, IR, UV-Vis, $^1$H and $^{13}$C NMR, and multidimensional NMR techniques.

**Prerequisites** Enrollment in the Chemistry 4+1 concentration with a grade of C- or better in CHEM 242 (lecture) and CHEM 370; or enrollment in the Chemistry MS program.

**Credits** 3

CHEM 550 - Advanced Biochemistry

Detailed analysis of the structures, properties, and functions of carbohydrates, lipids, nucleic acids, and proteins in plant and animal systems.

**Prerequisites** Enrollment in the Chemistry 4+1 concentration with a grade of C or better in CHEM 361 or BIOL 361; or enrollment in the Chemistry MS program.

**Credits** 3

CHEM 553 - Physical Chemistry: Quantum Chemistry and Spectroscopy

Quantum mechanics, introduction to atomic and molecular spectroscopy and applications of thermodynamics.

**Prerequisites** Enrollment in the Chemistry 4+1 concentration with completion of MATH 255, PHYS 230, and a grade of C or better in CHEM 232; or enrollment in the Chemistry MS program.

**Credits** 3

CHEM 554 - Computer Interfacing

Digital logic, computer design; interfacing computers to laboratory instruments. 2 Lecture 3 Lab.

**Prerequisites** Permission of instructor.

**Credits** 3

CHEM 555 - Chemometrics

Survey of numerical analysis of chemical data including quantitative and qualitative mixture analysis, classification, process optimization, and molecular target prediction with structure activity relationship modeling.

**Prerequisites** Enrollment in the Chemistry ABM concentration with a grade of C or better in CHEM 232 and completion or
concurrent enrollment in CHEM 370; or enrollment in the Chemistry MS program.

**CHEM 561 - Environmental Chemistry**

Sources, reactions, transport, effects, and fates of chemical species in water, soil, air, and living environments.

**Prerequisites** Enrollment in the Chemistry ABM concentration with completion of CHEM 352; or enrollment in the Chemistry MS program

**Credits** 3

**CHEM 562 - Molecular Bioinformatics**

Provides experience in the computer analysis of DNA and protein sequences, interrogating gene bank databases, and predicting protein structures and functions. 2 Lecture 3 Lab.

**Prerequisites** Enrollment in the Chemistry ABM concentration with completion of CHEM 361 or BIOL 361 or permission of instructor; or enrollment in the Chemistry MS Program.

**Credits** 3

**CHEM 563 - Molecular Biotechnology**

Overview of modern biotechnology from a molecular perspective.

**Credits** 3

**CHEM 564 - Genomics**

Molecular aspects of cellular genomes.

**Credits** 3

**CHEM 565 - Forensic Chemistry**

Introduction to modern forensic chemistry with emphasis on the use of instrumental methods of analysis.

**Credits** 4

**CHEM 571 - Inorganic Syntheses**

Multistep synthesis of inorganic compounds along with advanced characterization techniques.

**Prerequisites** Enrollment in the Chemistry 4+1 concentration with a grade of C- or better in both CHEM 242 (lecture and lab) and CHEM 321; or enrollment in the Chemistry MS program.

**Credits** 1

**CHEM 572 - Organic Syntheses**
Multistep synthesis of organic compounds along with advanced characterization techniques.

**Prerequisites** Enrollment in the Chemistry 4+1 concentration with a grade of C- or better in CHEM 242 (lecture and lab); or enrollment in the Chemistry MS program.

**Credits** 1

**CHEM 575 - Biochemistry Laboratory**

Practical applications of biochemical and molecular biology techniques associated with the production and analysis of nucleic acids and proteins.

**Prerequisites** A grade of C or better in CHEM 242 or permission of the instructor.

**Credits** 1

**CHEM 593 - Topics in Chemistry**

Lecture, Lecture/Lab, Lab or Seminar.

**Prerequisites** Permission of department head.

**Credits** 1-3 Lecture, 0-3 Lab or seminar

**CHEM 596 - Seminar in Chemistry**

Development of scientific communication skills including public speaking and critically listening to scientific presentations, preparation for graduate studies. 2 Seminar.

**Prerequisites** Junior-level standing; Enrollment in the 4+1 Program.

**Credits** 1

**CHEM 621 - Graduate Inorganic Chemistry**

Structure and bonding in inorganic compounds; acid-base theory; coordination complexes of transition metals; introduction to crystal-field and ligand-field theory.

**Credits** 3

**CHEM 652 - Graduate Physical Chemistry**

Overview of chemical thermodynamics, kinetics, and quantum mechanics.

**Credits** 3
CHEM 689 - Cooperative Education in Chemistry

Applied project or internship component of the M.S. Chemistry Professional Science Concentration in Natural Products.

**Prerequisites** Minimum of 9 hours of graduate courses, minimum B average in graduate work, and approval of department head, advisor, and cooperative education coordinator.

**Credits** 6, R6

CHEM 691 - Topics in Chemical Education

Topics in Chemical Education

**Prerequisites** High school chemistry teaching experience; permission of department head.

**Credits** 1-3, R9

CHEM 692 - Topics in Inorganic Chemistry

Topics in Inorganic Chemistry

**Credits** 3, R6

CHEM 693 - Topics in Analytical Chemistry

Topics in Analytical Chemistry

**Credits** 3, R6

CHEM 694 - Topics in Organic Chemistry

Topics in Organic Chemistry

**Credits** 3, R6

CHEM 695 - Topics in Physical Chemistry

Topics in Physical Chemistry

**Credits** 3, R6

CHEM 696 - Seminar in Chemistry

Seminar in Chemistry

**Credits** 1, R3

CHEM 697 - Non-thesis Research in Chemistry

Only 9 semester hours may be counted toward a degree.
In this course students will work on an independent project involving some aspect of chemistry or professional aspects of the chemical industry.
Example projects may include:

- a traditional chemistry research problem
- a collaboration with a local industry to address operational costs, regulatory issues, market/feasibility studies, etc.
- a collaboration with a local industry to address method development, instrumentation testing, application testing, etc.

The research accomplished in this course will be presented in a formal report and orally to an advisory committee.

Prerequisites Permission of Instructor

Credits 1-3

CHEM 698 - Research in Chemistry

Only 9 semester hours may be counted toward a degree.

Prerequisites Permission of Thesis Research Advisory Committee.

Credits 1-3, R15

CHEM 699 - Thesis

Only 3 semester hours may be counted toward a degree.

Prerequisites CHEM 698 and permission of Thesis Research Advisory Committee.

Credits 3, R9

CHEM 779 - Continuing Research-Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites Must NOT be enrolled in a thesis program.

Credits 1, R10

CHEM 799 - Continuing Research-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites CHEM 699 and enrollment in a thesis program.

Credits 1, R12

FS 563 - The Scientific Method

Explores the nature of evidence, proof, certainty, probability, historic developments within science, hypothesis testing, and survey attacks against science in the courtroom and in society.
**Prerequisites** Graduate standing.

**Credits** 3

**CSD 594 - Topics in Communication Disorders**

Topics in Communication Disorders

**Prerequisites** PREQ: Permission of instructor.

**Credits** 1-3, R6

**CSD 620 - Infant Toddler Communication**

This course describes the acquisition of communication and language in the first 30 months of life.

**Credits** 3

**CSD 630 - Professional Issues in Communication Sciences and Disorders**

Review and analysis of professional issues that impact services delivery in communication sciences and disorders and strategies for addressing the issues.

**Credits** 3

**CSD 640 - Voice Disorders**


**Credits** 3

**CSD 642 - Research in Communication Disorders**

Study and application of research designs and statistics in communication disorders.

**Credits** 3

**CSD 648 - Language Disorders - School Age**

Current issues in language and learning disabilities; application of research to assessment and intervention.

**Credits** 3

**CSD 662 - Articulation and Phonological Disorders**

Current issues in articulation and phonology; application of research to assessment and intervention.

**Credits** 3
CSD 668 - Language Disorders—Preschool

Analysis of language disorders among the preschool population: Evaluation and implementation of treatment approaches.

Credits 3

CSD 670 - Fluency Disorders

Theory, assessment, and treatment of stuttering and other fluency disorders in children and adults.

Credits 3

CSD 672 - Language Disorders in Adults

Theory, diagnosis, and treatment of adult language disorders.

Credits 3

CSD 673 - Neurogenic Speech Disorders

Theory, diagnosis, and treatment of neurogenic speech disorders including apraxia, dysarthria, cerebral palsy, and dysphagia.

Credits 3

CSD 674 - Diagnostics

Clinical procedures used in evaluating communication disorders.

Credits 3

CSD 677 - Dysphagia

Diagnosis and treatment of persons with feeding and/or swallowing disorders.

Credits 3

CSD 678 - AAC Assessment and Intervention

Study of augmentative/alternative communication systems and assessment/intervention strategies for persons with severe disabilities.

Credits 3

CSD 681 - Independent Study—Master's Project

Directed Research Project.

Prerequisites PREQ: Permission of instructor.

Credits 3
CSD 683 - Clinical Practicum

Supervised clinical experiences in varied settings. 3 Clinical experience.

Prerequisites  PREQ: Permission of instructor.

Credits 1-3, R15

CSD 699 - Thesis

Thesis

Prerequisites  PREQ: 682 or EDCI 602 and permission of instructor.

Credits 3, R6

CSD 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites  PREQ: Must NOT be enrolled in a thesis program.

Credits 1, R10

CSD 793 - Topics in Severe Disabilities I

Introductory graduate seminar addressing communicative abilities and needs of persons with severe disabilities and autism.

Prerequisites  PREQ: Admission to the WCU Communication Disorders Program in Severe Disabilities.

Credits 3

CSD 794 - Topics in Severe Disabilities II

Second seminar addresses communication-based practice issues for persons with severe disabilities and autism.

Credits 3

CSD 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites  PREQ: Student must be enrolled in a thesis program.

Credits 2, R24

COMM 593 - Selected Topics in Communication

Selected topics in communication.

Credits 3
CMTA 586 - Theatre Production

Theatre Production

Prerequisites PREQ: Permission of instructor.

Credits 3

CMTA 593 - Selected Topics in Theatre Arts

Selected Topics in Theatre Arts

Credits 3

CIS 605 - Managerial Communication

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

Credits 3

CIS 651 - Information Systems for Competitive Advantage

Fundamentals of information systems, use of information systems to gain competitive advantage, and IT as an agent for change in organizations.

Prerequisites MBA 500, 505, 510, 515, 520, 525, or equivalents.

Credits 3

CIS 661 - Systems Analysis and Development

Analysis and development of information systems (small, workgroup, and enterprise systems) using recent technology. Students develop, implement, and test client-server and/or Web-based information systems.

Credits 3

CIS 662 - Database Management Systems

Centralized information system design and implementation for business applications, logical system model, physical model, and database application development.

Credits 3

CIS 682 - Research Project in Computer Information Systems

Research projects dealing with analysis, design, development, testing, implementation, security, tools, languages, or other topics related to information systems of the present or the future.

Prerequisites Detailed project proposal must be approved by department head and director of graduate programs in business.

Credits 3, R6
CIS 693 - Topics in Information Systems

Current and emerging topics in information systems.

Prerequisites Permission of department head and director of graduate programs in business.

Credits 1-3, R6

CS 552 - Advanced Computer Architecture

Advanced topics in computer architecture including pipelining, multiple and parallel processing systems, issues in performance enhancement, data flow computers, and VLSI computations.

Prerequisites PREQ: 350.

Credits 3

CS 555 - Computer System Performance Analysis

Performance evaluation of computer systems and computer networks; measurement and benchmarks, simulation, and analytical models (stochastic processes and queuing theory).

Prerequisites PREQ: 370 and MATH 270.

Credits 3

CS 560 - Compiler Construction II

Continuation of course 460; symbol tables, principles, scope rules, type rules; structures from specific languages; run-time models; code generation and optimization; error recovery; term project.

Prerequisites PREQ: 460.

Credits 3

CS 564 - Microcomputer Development

Software and hardware development and interfacing for dedicated microcomputer applications.

Prerequisites PREQ: 350 or PHYS 302 or IET 371.

Credits (3)

CS 565 - Computer Networks

Protocol layers, error control, media access, routing, congestion control, TCP/IP, name resolution, socket programming, client-server, interface definition languages, component APIs.

Prerequisites PREQ: 151 and 250.

Credits 3

CS 580 - Artificial Intelligence
Machine intelligence; problem reduction, state space search, game trees, expert systems, resolution principle; introduction to LISP.

**Prerequisites** PREQ: 351.

**Credits** 3

**CS 593 - Selected Topics in Computer Science**

Selected Topics in Computer Science

**Prerequisites** PREQ: Permission of department head.

**Credits** 1-6, R6

**CM 503 - Sustainability in Construction**

Sustainability and green building concepts and how they are integrated into the different segments of the construction industry.

**Prerequisites** PREQ: Admission to the MCM program or admission to the graduate school and instructor permission.

**Credits** 3

**CM 515 - Introduction to Legal Issues in Construction**

Introduction to selected topics from law and ethics that support the activities of the construction/project manager.

**Prerequisites** Admission into the MCM or MPM program(s).

**Credits** 3

**CM 542 - Construction Estimating**

Comprehensive introduction to the principles, techniques, technologies, and concepts related to the methodologies and strategies used in the preparation of construction estimates and bid proposals.

**Prerequisites** PREQ: Admission to the MCM program or admission to the graduate school and instructor permission.

**Credits** 3

**CM 552 - Leadership in Construction Management**

Theory and practice of leadership in construction management, including in-depth coverage of motivation, conflict resolution, decision making and other construction management leadership topics.

**Credits** 3
CM 562 - Construction Scheduling

Construction scheduling utilizing the critical path method, program evaluation and review technique, and computer applications.

Prerequisites: Admission into the MCM program or admission to the graduate school and instructor permission.

Credits: 3

CM 600 - Advanced Construction Finance

This course investigates financial management of construction companies, financial decision making and project financing.

Prerequisites: Admission into MCM or MPM program(s).

Credits: 3

CM 611 - Advanced Materials and Methods

Methods and materials used in the construction industry including asphalt, concrete, timber, masonry fiber reinforced composites and other materials.

Prerequisites: Admission into the MCM program or permission of the instructor.

Credits: 3

CM 621 - Construction Operations and Safety

Theory and case studies related to the construction operations analysis and safety operations including productivity improvement and human factors.

Prerequisites: Admission to the MCM program or admission to the graduate school and instructor permission.

Credits: 3

CM 630 - Advanced Legal Issues in Construction

An overview of standard construction contracts traditionally used between contractors, owners, design professionals and subcontractors and an introduction to different contractual delivery risk mechanisms.

Prerequisites: Admission into the MCM program or admission to the graduate school and instructor permission.

Credits: 3

CM 649 - Computer Applications in Construction

Computer applications in construction including hardware and software and emerging computing and information technologies.

Prerequisites: Admission into the MCM program or admission to the graduate school and instructor permission.

Credits: 3
CM 650 - Project Management Systems

An overview of the project management framework and knowledge areas; the strategic context of projects; introduction to project management tools.

Prerequisites Admission into the MCM program or permission of the instructor

Credits 3

CM 651 - Research in Construction

This course provides an overview of issues in research and teaching construction management in higher education as a career.

Prerequisites PREQ: Admission to the M.C.M. program.

Credits 1

CM 652 - Project Plan Development

Human resources, legal, financial, and logistical principles for project planning; preparation of initial project plan documentation.

Prerequisites PREQ: 650.

Credits 6

CM 653 - Research Methods in Construction

This course examines the application of statistical techniques to issues in construction management, including quality control, decision making, and risk analysis.

Prerequisites PREQ: Admission to the MCM program or admission to the graduate school and permission of the instructor.

Credits 3

CM 654 - Project Plan Analysis and Approval

Integration of human resource, legal, financial, and logistical aspects of projects; preparation and presentation of final project plans.

Prerequisites PREQ: 652.

Credits 6

CM 655 - Advanced Topics in Construction

This course focuses on three current topics, their reasons for development, progress, and affect on the industry.

Prerequisites PREQ: Admission to the M.C.M. program.

Credits 3
CM 656 - Construction Forensics

This course investigates construction failures, construction failure investigation techniques, and preventing construction failures.

Prerequisites PREQ: Admission into the MCM program or admission to the graduate school and permission of the instructor.

Credits 3

CM 657 - Construction Best Practices

An examination of approaches to benchmarking and to current construction industry best practices.

Prerequisites PREQ: Admission to the M.C.M. program.

Credits 3

CM 659 - Advanced Legal Aspects in Construction

This course advances the graduate student’s knowledge regarding project administration related to different contractual delivery risk mechanisms employed in the construction industry.

Prerequisites PREQ: Admission to the M.C.M. program.

Credits 3

CM 660 - Land Development I

This course introduces and develops the student's knowledge of land development feasibility and site analysis, conceptual design, planning, environment regulations, sustainable site planning and construction.

Prerequisites Admission into the MCM program.

Credits 3

CM 661 - Land Development II

This course introduces and develops the student's knowledge of land development feasibility and site analysis, conceptual design, planning, environment regulations, sustainable site planning and construction.

Prerequisites PREQ: Admission into the MCM Program.

Credits 3

CM 662 - Land Development Finance

This course introduces and develops the student's knowledge of land development financing and investment. The course will focus on analytical techniques used in evaluating developments.

Prerequisites PREQ: CM 500.

Credits 3
CM 664 - Legal Issues of Land Development

This course introduces land planning and subdivision regulations, contract administration, and budgetary controls for land development.

Prerequisites  PREQ: CM 530.

Credits 3

CM 688 - Directed Project

A formal investigation of a particular research problem under the guidance of a faculty member.

Credits 1-3, R6

COUN 500 - Comprehensive Examination

Counseling program comprehensive examination. According to Graduate School policy, only one re-examination will be permitted.

Prerequisites Admission to the Counseling program.

Credits 0

COUN 600 - Individual and Group Helping Skills

Exploration of helping roles; individual interviewing skills, group process skills demonstration, role playing, and recordings; for noncounseling majors.

Credits 3

COUN 602 - Professional and Ethical Issues in Counseling

Orientation to counseling profession, history, credentials, roles and current issues; ethical and legal issues, including client rights, professional relationships, and advocacy.

Credits 3

COUN 605 - The Helping Relationship

Analysis of the helping relationship; development of helping skills; demonstrations, role playing, and recordings; professional orientation; ethical issues; on-campus laboratory experience required.

Prerequisites PREQ: Admission to graduate program in counseling.

Credits 3
COUN 610 - Family Counseling

Survey of basic family counseling theories: structural, strategic, systemic, experiential, and intergenerational.

Prerequisites PREQ: 630, 631 or permission of instructor.

Credits 3

COUN 611 - Couples Counseling

Study of diverse couple relationships from systemic and developmental theoretical perspectives; problem areas couples may face and treatment considerations will be explored.

Credits 3

COUN 612 - Sexuality Counseling

Exploration of human sexuality and assisting individuals and couples with sexual concerns. Emphasis on sexual development, sexual orientation, sexual dysfunction, and sexual trauma/abuse.

Credits 3

COUN 615 - Cross-cultural Counseling

Social and cultural considerations in counseling; study of ethnic groups, differences between and within cultural groups, and their implications for counseling.

Prerequisites PREQ: Admission to graduate program in counseling or permission of instructor.

Credits 3

COUN 617 - Addictions Counseling

A systems-based study of addiction and its effects upon the individual, family, and community; implications for counseling those affected by addiction.

Credits 3

COUN 619 - Nature as a Metaphor

Students will learn methods of incorporating the complexities and interactive systems found in nature into client treatment plans through the construction of metaphors that match client diagnosis and accepted modalities of treatment.

Credits 3

COUN 620 - Counseling Children and Adolescents

Individual and group counseling approaches for use with children and adolescents, focusing on both developmental and remedial methods.

Prerequisites PREQ: Permission of instructor.

Credits 3
COUN 621 - Play Therapy

Introduction to the basic concepts of child-centered play therapy. Development of a therapist-child relationship and utilization of play media in the counseling process is emphasized as a means to facilitate expression, self-understanding, and growth and development.

Prerequisites COUN 605

Credits 3

COUN 622 - Counseling Adults and Older Persons

This course explores normal physiological and psychological changes associated with the aging process. Counseling needs of adults, older persons and their caregivers are addressed.

Credits 3

COUN 623 - Introduction to Clinical Mental Health Counseling

Concepts and current practices in counseling in clinical mental health settings; consideration of a model clinical mental health counseling program.

Credits 3

COUN 624 - Clinical Mental Health Counseling Grant Writing and Program Management

Advanced course examining issues and trends in clinical mental health counseling. Needs assessment, funding, managing, and supervising counseling practices in public and private settings.

Credits 3

COUN 625 - Developmental Perspectives of Counseling

Nature and needs of individuals across the developmental lifespan, including social, cognitive, behavioral, and personality factors and strategies for facilitating development across the lifespan.

Prerequisites PREQ: Admission to graduate program in counseling or permission of instructor.

Credits 3

COUN 630 - Theories and Techniques of Counseling

Selected theories of counseling; application through demonstrations, supervised practice and role play; development of personal model of counseling.

Prerequisites PREQ: 605.

Credits 3

COUN 633 - Crisis Intervention and Trauma Therapy

Crisis intervention, suicide prevention and strategies, trauma, and trauma-informed practice in counseling.
Prerequisites PREQ: 605 or permission of instructor.

Credits 3

COUN 635 - Group Methods in Counseling

Theories, techniques, materials, and procedures used in group interaction; participation in group processes required.

Prerequisites PREQ: 605. PREQ or COREQ: 630, 631.

Credits 3

COUN 637 - Creative and Expressive Arts in Counseling

Introduction to various expressive and creative modalities to compliment and enhance the counseling process.

Credits 3

COUN 640 - Assessment in Counseling

Approaches to assessment and evaluation in counseling; selection, administration, interpretation of tests and other appraisal methods; and cultural and ethical implications.

Prerequisites PREQ: Admission to graduate program in counseling or permission of instructor.

Credits 3

COUN 645 - Consultation and Collaboration

Role of the counselor as consultant and collaborator for prevention and intervention in school systems.

Credits 3

COUN 650 - Career Development

Philosophy, theory, and research in career development and vocational choice processes; career information resources; applicability to special groups.

Prerequisites PREQ: Admission to graduate program in counseling or permission of instructor.

Credits 3

COUN 660 - School Counseling Program Development

Organization, maintenance, evaluation, and improvement of developmental K-12 school counseling programs; relationship to total school program.

Credits 3
COUN 665 - Implementing School Counseling Program

An advanced course in school counseling. Implementation of comprehensive K-12 developmental school counseling programs; models, strategies, and interventions to work effectively as school counselors at different school levels.

Prerequisites PREQ or COREQ: 686.

Credits 3

COUN 667 - The DSM and Effective Treatment Planning in Counseling

The primary goal of this course is to provide students with the skills necessary to formulate effective treatment plans and use the DSM in a counseling setting.

Prerequisites PREQ: 605 or permission of instructor.

Credits 3

COUN 670 - Research in Counseling

Applications of research and program evaluation methodologies in counseling.

Credits 3

COUN 672 - Positive Psychotherapy in Integrated Care

This course is designed to introduce students to the theory and practice of positive psychotherapy (PPT) in integrated health care practices (IC).

Credits 3

COUN 677 - Spirituality in Counseling

Significance of spiritual and religious practices, beliefs for counseling clients; examination of various counseling approaches for integrating spiritual/religious issues into counseling.

Credits 3

COUN 680 - Independent Study in Counseling

Independent Study in Counseling

Prerequisites PREQ: Advanced standing; permission of advisor.

Credits 3 R,6
COUN 686 - Practicum in Counseling

Application of skills in settings that approximate employment; audiotapes and tapescripts required; 150 contact hours required. S/U grading.

Prerequisites PREQ: 605, 615, 630, 631 and approval by counseling faculty.

Credits 3

COUN 687 - Internship in Counseling

Supervised, on-site experience in various counselor employment settings. S/U grading.

Prerequisites 686 and approval by counseling faculty.

Credits 3, 6 (R6)

COUN 693 - Topics in Counseling

Special topics in Counseling

Credits 3

COUN 695 - Seminar in Counseling

Seminar in Counseling

Prerequisites PREQ: Advanced standing; permission of instructor.

Credits 3

COUN 779 - Continuing Research - Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites PREQ: Must NOT be enrolled in a thesis program.

Credits 1, R10

COUN 784 - Internship in Counseling

Supervised, in-depth experience in counseling settings; recommendation of advisor. S/U grading.

Credits 3
COUN 799 - Continuing Research - Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

**Prerequisites** PREQ: Student must be enrolled in a thesis program.

**Credits** 2, R24

EDCI 503 - Social Studies in the Secondary School

Curriculum, materials, and methods for in-service teachers.

**Credits** 3

EDCI 583 - Internship I in Secondary Education and Special Subject Areas

Study of the ways in which young people learn and the teaching strategies and tools that facilitate their learning. Required field experience.

**Prerequisites** Admission to Professional Education

**Credits** 3

EDCI 603 - Comparative Education

Comparison of educational systems in selected cultures.

**Credits** 3

EDCI 604 - Curriculum Development

Fundamentals of curriculum planning with special emphasis on relating research, theory, and practice.

**Credits** 3

EDCI 605 - Foundations of Modern Education

Problems of education today; social, economic, political, and philosophical influences.

**Credits** 3

EDCI 607 - Foundations of Teacher Leadership in a Diverse Society

Examination of the teacher leader framework in the 21st Century in the context of the historical, cultural, social and philosophical foundations of American public education. Field experience required.

**Credits** 3
EDCI 609 - Assessment of Instruction

Educational assessment of K-12 learners emphasizing curriculum-based measurement and progress monitoring. Field experience required.

Credits 3

EDCI 613 - The Teacher Leader

Students explore the changing roles that teachers have played in American schools, focusing on current formal and informal opportunities for leadership.

Prerequisites PREQ: Admission to the MAED or MAT program.

Credits 3

EDCI 616 - Advanced Studies in Teacher Leadership

Interdisciplinary study of teacher leadership within the historical, social, cultural and philosophical context of diverse communities. Clinical experience required.

Prerequisites PREQ: Graduate student status.

Credits 3

EDCI 689 - Internship II in Secondary Education and Special Subjects Areas

Supervised clinical experience in a school setting.

Prerequisites Must be taken concurrently with EDCI 695.

Credits 3, 6 or 9, R12

EDCI 695 - Seminar in Reflective Practice in Teaching

Required for MAT students in Art, Biology, Chemistry, English, Mathematics, Music, and Social Sciences.

Prerequisites Must be taken during internship; concurrent with EDCI 689.

Credits 3

EDCI 699 - Thesis

Thesis

Credits 4
EDCI 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites PREQ: Student must be enrolled in a thesis program.

Credits 2, R24

EDCI 805 - Advanced Studies in the Foundations of Education

Advanced studies in the historical, social, political, and philosophical influences on education and schooling in the United States.

Credits 3

EDL 617 - Philosophy, History, and Sociology of Education

The exploration of philosophical, historical, and social influences on American Education. Special emphasis on how these issues confront school leaders.

Prerequisites PREQ: MSA or PMC only.

Credits 3

ECON 607 - Managerial Economics

Application of the analytical tools of economic theory to decision making by management.

Credits 3

ECON 608 - Business and Managerial Forecasting

Analysis of current and prospective levels of national economic activity; emphasis on the art and science of forecasting future business conditions using available business indicators.

Credits 3

ECON 609 - International Economics

International trade and capital movements, balance of payments, barriers to trade, international economic policies.

Credits 3

ECON 682 - Research Project in Economics

Research Project in Economics

Prerequisites Detailed project proposal must be approved by department head and director, graduate programs in business.

Credits 3, R6
ECON 693 - Topics in Economics

Prerequisites Permission of department head and director of graduate programs in business.

Credits 1-3, R6

EDPY 591 - Topics in Education and Psychology

Topics in Education and Psychology

Prerequisites PREQ: Permission of department head.

Credits 1, R3

EDPY 592 - Topics in Education and Psychology

Prerequisites PREQ: Permission of department head.

Credits 2, R6

EDPY 593 - Topics in Education and Psychology

Prerequisites PREQ: Permission of department head.

Credits 3, R6

EDPY 691 - Topics in Education and Psychology

Topics in Education and Psychology

Prerequisites PREQ: Permission of department head.

Credits 1, R3

EDPY 692 - Topics in Education and Psychology

Topics in Education and Psychology

Prerequisites PREQ: Permission of department head.

Credits 2, R6

EDPY 693 - Topics in Education and Psychology

Topics in Education and Psychology

Prerequisites PREQ: Permission of department head.

Credits 3, R6
EDPY 793 - Selected Topics in Education and Psychology

S/U grading.

Prerequisites PREQ: Ed.S. degree and permission of department head.

Credits 3, R12

EDL 600 - Applied Experiences in School Leadership

Experiences in observing and implementing strategies related to the visible, hidden and possible in leading schools.

Credits 1-6, R12

EDL 601 - Ethical School Leadership

Addresses the foundations for leadership through core themes of relationships, school culture, change, learning, and systems design; including self-assessment, ethics and systems thinking.

Prerequisites PREQ: Must be enrolled in MSA Program. EDL 612 or EDL 725.

Credits 1-3, R12

EDL 602 - Shaping School Culture

Understanding and influencing school culture based on ethical, legal and political considerations.

Credits 3

EDL 603 - Instructional Leadership

Build knowledge, skills, competencies for effective instructional leadership

Credits 3

EDL 604 - Leadership for Continuous School Improvement

Individual and collaborative explorations of multiple topics on leading, managing and improving schools for student learning.

Prerequisites PREQ: Must be enrolled in MSA Program. EDL 603 or EDL 787 or EDL 600.

Credits 1-3, R12

EDL 611 - Managing Educational Organizations

Investigation of school-site management issues, including budget, personnel, facilities, schedules, transportation, food services, student accounting, discipline, and school safety.

Credits 3
EDL 612 - Curriculum Leadership
Developing knowledge, skills, and competencies to lead collaborative curriculum assessment, design, and implementation.
Credits 3

EDL 615 - International School Leadership
School application of leadership theory from an international perspective. Leadership theories, situations, responsibilities in schools, and the aesthetic dimensions of leadership.
Credits 3

EDL 620 - Legal and Ethical Foundations of Public Education
Principles of school law and ethical practice; authority, responsibility, and liability of school boards, administrators, and teachers; significant court cases.
Credits 1-3

EDL 621 - Leading the Adult Learner
This course teaches adult learning theory and the role of school leaders in building teacher capacity. This class is designed to support leadership development of students by engaging in dialogue about adult ways of learning, leading groups in schools, ways which leaders can help teachers understand socially just decision making and exploring the power of reflective practice.
Credits 3

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

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

EDL 680 - Problems in School Administration
Study of human and financial resources as they impact student learning.
Prerequisites PREQ: Permission of advisor.
Credits 1-3, R3
EDL 685 - Internship Orientation

Introduction to field-based internships. Includes self-assessment, collaborative decision-making, case study, and problem-based learning activities.

Prerequisites PREQ: Permission of advisor.

Credits 1

EDL 686 - School-Site Internship I

An administrative internship under supervision of a practicing principal and university faculty. Seminar sessions held concurrently.

Credits 3

EDL 687 - School-Site Internship II

Administrative internship under supervision of practicing principal and university faculty. Second of two required internships. Seminar sessions held concurrently.

Credits 3

EDL 701 - Ethical School Leadership

Addresses the foundations for leadership through core themes of relationships, school culture, change, learning, and systems design; including self-assessment, ethics and systems thinking.

Prerequisites PMC or EdD only

Credits 1-3

EDL 702 - Shaping School Culture

Understanding and influencing school culture based on ethical, legal and political considerations.

Credits 3

EDL 703 - Instructional Leadership

Build knowledge, skills, competencies for effective instructional leadership

Credits 3

EDL 704 - Leadership for Continuous School Improvement

Individual and collaborative explorations of multiple topics on leading, managing and improving schools for student learning.

Prerequisites PMC or EdD only

Credits 1-3
EDL 705 - Leadership for Educational Programs

Function, organization, and leadership responsibilities of the central office supervisory staff, with an emphasis on system-wide program coordination.

**Prerequisites** PREQ: EDSU 605.

**Credits** 3

EDL 714 - Role of School Leaders in Special Education

Supervisory role of school leaders in supporting general and special education teachers to meet the needs of students with disabilities.

**Prerequisites** PREQ: Must be enrolled in the MSA or PMC program; EDL 601 or EDL 701.

**Credits** 1-3

EDL 715 - Leadership of Professional Learning

Application of adult learning/development of professional learning experiences for faculty and staff in schools.

**Credits** 3

EDL 721 - Current Topics in Education Law

Principles, research, and applied experiences in school law including practice; authority, responsibility, and liability of school boards, administrators, and teachers.

**Credits** 3

EDL 725 - Research in School Leadership Standards


**Prerequisites** PREQ: MSA or PMC or EdD only.

**Credits** 1-3

EDL 730 - School Finance and Business Management

Principles and practices of financing public education; revenue and allocation plans; budgeting; and management of school funds.

**Prerequisites** PREQ: Must be enrolled in MSA and EDL 601, or PMC and EDL 701, or EdD.

**Credits** 3

EDL 731 - Policy Development and Analysis

Visioning, strategic planning, organizational goals and objectives, and policy development are major topics. An analysis of policy and its effect on organizational performance is included.

**Credits** 3
EDL 732 - Leadership in E-teaching and E-learning

Policy and practice in curricular integration of electronically networked teaching and learning. Leadership issues that connect eTeaching with theory, research, and effective practice are examined.

Credits 3

EDL 740 - School Plant Planning and Management

Determination of needs; planning construction and remodeling; efficient use of school plants.

Credits 2

EDL 750 - Educational Human Resource Management

This course studies personnel management in the public schools with issues such as recruitment, selection, staff development, and supervision.

Prerequisites admitted to the MSA or PMC program

Credits 3

EDL 760 - School Community Relations

Role of the senior educational leader in developing and maintaining appropriate relationships; communication with the public; techniques, instruments, and tools for improving relationships.

Credits 3

EDL 786 - School-Site Internship I

An administrative internship under supervision of a practicing principal and university faculty. Seminar sessions held concurrently.

Prerequisites PREQ: MSA or PMC or EdD only; EDL 601 or 701.

Credits 1-4

EDL 787 - School-Site Internship II

An administrative internship under supervision of a practicing principal and university faculty. Seminar sessions held concurrently.

Prerequisites PREQ: MSA or PMC or EdD only; EDL 602 or 702.

Credits 1-4
EDL 788 - School-Site Internship III

Experiences in researching and implementing school management and leadership functions related to scheduling, finance, and programming.

**Prerequisites** PREQ: MSA or PMC or EdD only; EDL 601 or 701.

**Credits** 1-4

EDL 793 - Topics in School Administration

Scheduling; negotiations; budgeting; management information systems; surveys; changes in school law.

**Prerequisites** PREQ: Must be enrolled in MSA and EDL 601, or PMC and EDL 701, or EdD.

**Credits** 1-3, R12

EDL 794 - Topics in School Administration

Application and research related to a variety of unique topics in school leadership.

**Prerequisites** PREQ: MSA or PMC or EdD only; EDL 601 or 701.

**Credits** 1-3

EDL 795 - Seminar in Supervision

Seminar in Supervision

**Prerequisites** PREQ: EDSU 605.

**Credits** 2

EDL 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

**Credits** 1-3, R24

EDL 805 - Academic Writing for Research

Addresses competencies in academic writing at the doctoral level.

**Credits** (1-3 R6)

EDL 814 - Research Seminar in Curriculum & Instruction

Investigation and analysis of the patterns, issues and trends in curriculum development and practice in American education.

**Credits** 3
EDL 815 - Research in Rural Education
Investigation and analysis of issues and problems in rural education.
Credits 3

EDL 816 - Cognitive Issues in Curriculum and Instruction
Fundamentals of cognition, with emphasis on application to instructional design and learning environments; current research and special topics in cognition.
Credits 3

EDL 817 - Advanced Studies in Teaching Methods
Examines alternative models of instruction and their roots in learning theory.
Credits 3

EDL 818 - Current Literature in the Leadership of Curriculum and Instruction
Students construct insight relating the literature on school leadership to contemporary thinking on curriculum and instruction.
Credits 3

EDL 819 - Curriculum Theory
Students construct insight relating leadership to the philosophical, theoretical and historical foundations of curriculum and educational improvement through independent research and peer collaboration.
Credits 3

EDL 822 - Leadership of Complex Educational Organizations
Organizational structures and functions, focusing on the complexity of educational organizations and the behaviors of groups and individuals within them.
Prerequisites Must be enrolled in the Ed.D. program
Credits 3

EDL 824 - Leading Institutional Improvement
Investigations of systemic instructional problems and models for improvement.
Prerequisites Must be enrolled in Ed.D. program.
Credits 3
EDL 826 - Policy Leadership

This course examines the political factors that may influence educational policy decisions.

Prerequisites Must be enrolled in Ed.D. program.

Credits 3

EDL 828 - Human Resource Leadership

Building human resource capacity to develop a high performing organization.

Credits 3

EDL 830 - Applied Leadership Theory

Study of contemporary leadership theories and their applicability in complex educational organizations.

Prerequisites Must be enrolled in Ed.D. program.

Credits 3

EDL 832 - Decision Making

Processes and tools for facilitation decision making in a variety of contexts.

Prerequisites Must be enrolled in Ed.D. program.

Credits 3

EDL 876 - Leadership for Equity and Social Justice

In depth examination of historical, current, and potential issues related to equity and social justice in education and educational leadership.

Credits 3

EDL 877 - The Superintendency

Position and roles of the school superintendent; examination of current issues and challenges.

Credits 3

EDL 878 - District Level Leadership

Advanced study of public school district level leaders and their roles and responsibilities. The multiple aspects of the various district level positions are examined.

Credits 3
EDL 883 - Internship in Educational Leadership I
First part of three internship experiences. S/U grading. Seminar sessions held concurrently.

Credits 1, R3

EDL 884 - Internship in Educational Leadership II
Second part of two internship experiences. S/U grading. Seminar sessions held concurrently.

Credits 1-3, R3

EDL 885 - Internship in Educational Leadership III
Third part of three internship experiences. S/U grading. Seminar sessions held concurrently.

Credits 1-3, R3

EDL 896 - Seminar in School Law
An in-depth investigation and analysis, in a seminar setting, of current issues and trends in the law affecting school operations.

Prerequisites PREQ: 620.

Credits 3

EDL 898 - Doctoral Seminar in Educational Leadership
The seminar explores strategies used to provide leadership for rural educators. Case studies, models, research, and interviews are used to understand leadership theory and practice.

Credits 3

EDL 899 - Disquisition in Educational Leadership
The culminating activity of the doctoral program in educational leadership. S/U grading.

Credits 1-6, R12

EDL 999 - Continuing Research-Disquisition
See Policy on "Program Completion: Thesis/Dissertation Programs" found in the Academic Regulations section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Credits 1-3, R24

EDRS 602 - Methods of Research
Concepts, methodologies, and procedures in educational research; problem identification, research design, basic data analysis, and applications to educational problems.

Credits 3
EDRS 609 - Classroom Assessment

Assessment methods for instruction and reflection. Includes design and selection of assessments, diagnostics and ecological, for student learning. Interpretation of assessment results for instructional decision-making.

Credits 3

EDRS 610 - Quantitative Research Methods in Education

Research methodologies based on quantitative research designs. Includes design, data collection, data analysis, and interpretation.

Credits 3

EDRS 611 - Foundations of Qualitative Research

Qualitative research theories and methods. Investigation of foundations, purposes, designs, data collection and analysis and interpretation. Study of published research.

Credits 3

EDRS 612 - Principles and Application of Educational Research Methods

Study of research skills useful in administrative decision making; location and synthesis of existing research; research techniques; evaluation of educational programs.

Credits 3

EDRS 620 - Action Research

Use of quantitative and qualitative methods to address local educational problems and questions. Use of findings to improve practice; collaborative research.

Credits 3

EDRS 709 - Assessment for the Advancement of Student Learning

Prepare educational leaders to effectively and appropriately use assessment and assessment results as tools for the advancement of student learning and the continuous improvement of their school/educational organization.

Credits 3

EDRS 800 - Analysis of Educational Research

Critique of research, evaluation, and policy studies. Includes traditional (e.g., quantitative and qualitative) and emerging (e.g., participatory research design) content.

Credits 3
EDRS 801 - Methods in Improvement Science

Introduces students to key concepts in improvement science and models of formative evaluation.

Credits 3

EDRS 802 - Design and Analysis of Educational Research

Cultivates critical consumers and high quality producers of educational research by exploring various epistemologies in the social sciences. Evaluate research from qualitative, quantitative, and mixed-methods methodologies, and design studies utilizing traditional and improvement science methods.

Credits 3

EDRS 803 - Data Collection

Selection, evaluation, and development of instruments and data gathering methods for quantitative, qualitative, and mixed methods research, evaluation, and policy studies.

Credits 3

EDRS 804 - Data Analysis

Techniques for the analysis of data for quantitative, qualitative, and mixed methods research, evaluation and policy studies. Includes effective display of results.

Credits 3

EDRS 805 - Data Representation

Presentation and dissemination of data from research, evaluation, and policy studies to multiple audiences. Includes data display, delivery, and methods of collaborative decision-making.

Prerequisites Must be enrolled in Ed.D program.

Credits 1-3

EDRS 806 - Statistical Analysis in Research

Descriptive and inferential statistical procedures used in data description and hypothesis testing.

Credits 3

EDRS 811 - Qualitative Research

Assumptions, theories, and practice of qualitative research. Includes study design, data collection, data analysis, and interpretation. Study of common qualitative designs and published research.

Credits 3
EDRS 820 - Program Evaluation for Educational Leaders

Addresses the range of approaches within education program evaluation, the standards established by the profession, and the skills needed to conduct program evaluation.

Credits 3

EDRS 895 - Doctoral Research Seminar

Preparatory course for the dissertation process. Includes guidance in framing the research questions, developing the theoretical framework, structuring the literature review, and designing the study.

Credits 3

EDSU 605 - Principles of Supervision

Purposes and philosophies of supervision; basic laws of human relationships, concepts of leadership and change; the change-agent role in instructional improvement.

Credits 3

EDSU 615 - Techniques of Supervision

Practical applications of supervisory principles for improving instructional staff and programs.

Prerequisites PREQ: 605.

Credits 3

EDSU 620 - School-Based Instructional Leadership

Function, organization, and techniques of school-based supervisory support for teachers, including roles of principal, mentor teacher, curriculum coordinator, and support teams.

Prerequisites PREQ: 605 or permission of department head.

Credits 3

EDSU 630 - School Improvement

Exploration of the developmental process of school improvement focusing on school leadership. Site-based management, total quality management, and outcomes-based models are explored.

Prerequisites PREQ: 605.

Credits 3

EDSU 635 - Supervision of the Novice Teacher

Techniques of supervising student teachers and beginning teachers during the initial certification period.

Credits 3
EDSU 680 - Problems in Supervision

Problems in Supervision

**Prerequisites** PREQ: 605.

**Credits** 1, R3

EDSU 685 - Internship in Supervision

Supervised work at the school level or at the departmental level in higher education. S/U grading.

**Prerequisites** PREQ: 605.

**Credits** 2

EDSU 686 - School Improvement Presentation

Students do an improvement project that starts in the EDSU 630 (School Improvement) course and is completed at the end of this course (EDSU 686), when they present project results.

**Prerequisites** Admission to program

**Credits** 0

EDSU 693 - Topics in Supervision

Topics in Supervision

**Prerequisites** PREQ: Permission of instructor.

**Credits** 1, R3

EDMG 620 - Middle Grades Curriculum, Instruction, & Assessment

Examination of research on middle grades curricula, instruction, and assessment in relationship to the needs of young adolescents; development and investigation of applications.

**Prerequisites** PREQ: Graduate student status.

**Credits** (3)

EDRD 621 - Literacy in the Early Years

The focus of this course will be literacy development and instruction in the primary grades.

**Prerequisites** PREQ: Admission to the Graduate School.

**Credits** 3
EDRD 622 - Phonics to Fluency

Exploring the nature of word study, phonics, and fluency in literary education; understanding strategies for teaching reading development.

Credits 3

EDRD 640 - Reading Diagnosis & Instruction

Examination, use, and critique of theories of research about literacy processes and problems; reading difficulties, their diagnosis, and correction; and instructional strategies.

Credits 3

ELMG 515 - Language Arts Methods

Advanced development of language arts methods, materials, and teaching strategies for grades K-9.

Credits 3

ELMG 516 - Science Methods

Advanced development of science methods, materials, and teaching strategies for grades K-9.

Credits 3

ELMG 517 - Social Studies Methods

Advanced development of social studies methods, materials, and teaching strategies for grades K-9.

Credits 3

ELMG 519 - Mathematics Methods for Grades 4-9

Advanced development of mathematical concepts, programs, methods, and materials for grades 4-9.

Credits 3

ELMG 593 - Topics in Elementary and Middle Grades Education

This course is available to elementary and middle grades students.

Credits (3)

ELMG 601 - Assessment in the Elementary & Middle Grades

In the Master's level course students will explore assessment methods appropriate for elementary or middle grades.

Prerequisites PREQ: Admission to the Graduate School.

Credits 3
ELMG 602 - Qualitative Research Methods in the Elementary & Middle Grades

In this Masters level course students will explore qualitative research methods that they can then employ in their elementary or middle grades classroom.

Prerequisites PREQ: Admission to the Graduate School.

Credits (3)

ELMG 605 - Curriculum in Mathematics Education

Curricular development and research in teaching math; current issues and trends.

Credits 3

ELMG 607 - Problem-Solving in Mathematics Education

Teaching methods, issues, and curriculum development of mathematics problem solving strategies.

Credits 3

ELMG 608 - Diagnosis and Remediation in Mathematics Education

Diagnostic/prescriptive strategies for mathematics teachers.

Credits 3

ELMG 609 - Issues & Trends in the Classroom Research Design for Elementary & Middle Grades

Students will explore subject matter specific research studies and methods that they can then employ in their elementary and middle grades classrooms.

Prerequisites PREQ: Admission to the Graduate School.

Credits 3

ELMG 611 - Research in Mathematics Teaching & Learning

In this Master's level course, students will consider issues related to current research in mathematics teaching and learning.

Credits 3

ELMG 612 - Multimedia Literacy

Advanced research and instruction into understanding, composing and teaching 21st century literacy: text, image, audio, video, 2D & 3D animation, sensors, reader input and frames.

Prerequisites PREQ: Admission to the Graduate School.

Credits 3
ELMG 614 - Responsive Instruction in the Elementary & Middle Grades

The exploration of differentiation with respect to teaching and learning, generate strategies for assessing learning, and develop plans for creating responsive learning communities.

Credits 3

ELMG 620 - Issues and Trends in STEM Education

An introduction to issues and trends in STEM education and research. Students analyze literature to identify central issues and controversies, critique and debate articles, and create literature reviews focused on an area of teaching and learning in STEM.

Credits 3

ELMG 621 - Methods of STEM Education

Methods for design, implementation, and evaluation of STEM education in elementary and middle grades. Methods for design, implementation, and evaluation of STEM education in elementary and middle gradesStudents develop theoretical and practical knowledge of STEM education methods, conduct a STEM community inventory and case study in order to facilitate collaboration between educational and STEM-focused organizations, and plan, teach, and evaluate a STEM unit.

Prerequisites ELMG 620

Credits 3

ELMG 622 - Engineering Projects for Elementary and Middle Grades Educators

Introduces elementary and middle grades educators to engineering projects and ways to incorporate them in the classroom. Students create a solution to a problem using a systematic engineering process and design a curricular unit focused on the engineering process.

Credits 3

ELMG 623 - Innovative Uses of Technology in STEM Education

Connects STEM educational theory and practices to the use of technologies. This course provides opportunities to make connections between STEM educational theory and practices and the use of innovative technologies. Students design elementary and middle grades STEM projects that apply innovative technology practices and critically analyze connections to digital skills.

Credits 3

ELMG 624 - STEM Education Projects

Engages students in STEM education projects that inform their work as STEM educators and STEM education leaders. Students develop a STEM education project proposal, conduct and analyze this project, and present their findings.

Prerequisites ELMG 620, ELMG 621, ELMG 622, ELMG 623

Credits 3
ELMG 650 - Issues of Diversity in Social Studies Curriculum

Students will consider issues of race, class, gender, sexuality, and other identities in shaping social studies curriculum appropriate for elementary or middle grades.

Prerequisites PREQ: Admission to the Graduate School.

Credits 3

ELMG 655 - Content Area Reading in Science & Mathematics

Strategies that enable students in upper elementary, middle, and high school to cope more effectively with reading in Science & Mathematics.

Prerequisites PREQ: Admission to the Graduate School.

Credits 3

ELMG 656 - Environment Education

Foundations of environmental education including history, philosophy, instructional methods, and resources for both formal and non-formal settings.

Prerequisites PREQ: Admission to the Graduate School.

Credits 3

ELMG 657 - Integrating Science & Literacy

Theory and practice of science and literacy integration with specific attention to reading, writing, speaking, and listening within an inquiry-based science curriculum.

Prerequisites PREQ: Admission to the Graduate School.

Credits 3

ELMG 667 - Assistive Technology

This course explores assistive technologies and their role in supporting K12 students with special needs.

Prerequisites PREQ: Admission to the Graduate School.

Credits 3

ELMG 668 - Instructional Technology & Design

Students in this course will gain an understanding of the field of Instructional Technology and Design (ITD) and experience the process of Instructional Design (ID).

Prerequisites PREQ: Admission to the Graduate School.

Credits 3
ELMG 697 - Research Seminar in Elementary & Middle Grades Education

Students will design and conduct a research study in an elementary or middle grades classroom setting.

Prerequisites PREQ: Admission to the Graduate School.

Credits 3

EDEL 614 - Issues and Trends in Elementary Education

Issues and Trends in Elementary Education

Credits 2

EDEL 695 - Research Seminar in Elementary Education I

Development and presentation of a research proposal.

Prerequisites PREQ: 601; EDCI 602, and permission of department head.

Credits 2

EDEL 696 - Research Seminar in Elementary Education II

Presentation of research project carried out in an appropriate elementary classroom.

Prerequisites PREQ: 695.

Credits 2

EDEL 701 - Seminar in Elementary School Curriculum

Forces affecting curriculum development, strategies for implementing changes, formulation of curriculum development models.

Prerequisites PREQ: 601 or EDCI 604.

Credits 3

EDEL 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites PREQ: Must NOT be enrolled in a thesis program.

Credits 1, R10

EDEL 782 - Research in Elementary Education

Prerequisites PREQ: EDRS 602.

Credits 3
EDEL 796 - Advanced Research Seminar in Elementary Education II

Presentation of a student-conducted research.

Prerequisites PREQ: 795.

Credits 3

EDEL 798 - Advanced Research Seminar in Middle Grades Education II

Presentation of student-conducted research.

Prerequisites PREQ: 797.

Credits 3

EDRD 567 - Adolescent Literature

The reading development and reading interests of adolescents; evaluation criteria; instructional strategies; this course requires comprehensive reading of a wide genre of books.

Credits 3

EDRD 653 - Advanced Children’s Literature

Literary experience in the total language arts curriculum, selection of materials, guiding children’s study of literature.

Credits 3

ELMG 566 - Computers in Education

Introduction to the use of computers in school settings; emphasis on instructional applications, issues, and trends.

Credits 3

ELMG 603 - Elementary Science Curriculum

Curricular development and research in teaching science; current issues and trends.

Credits 3

ELMG 604 - Elementary Social Studies Curriculum

Curricular development and research in teaching social studies; current issues and trends.

Credits 3

ELMG 606 - Elementary and Middle Grades Language Arts Curriculum

Curricular development and research in teaching language arts; current issues and trends.

Credits 3
ELMG 610 - Distance Education

The development of distance education concepts: theory, administration, programs, methods and curriculum.

**Prerequisites** PREQ: 566 or permission of instructor.

**Credits** 3

ELMG 666 - Projects in Educational Computing

Research and advanced projects related to the use of computers in educational settings.

**Prerequisites** PREQ: 566 or approval of instructor.

**Credits** 3

ELMG 675 - Workshop in Elementary Education

Content, methods, and materials to meet specific in-service needs of an individual school or system.

**Credits** 3

EMC 520 - EMS Education and Training

EMS traditional and online instruction, including medical skills evaluation and measuring clinical competency.

**Credits** 3

EMC 530 - EMS Response to Community and Public Health Disasters

Planning for community and public health disasters including infectious disease outbreaks.

**Prerequisites**

PREQ: Admission to EMC concentration or permission of instructor.

**Credits** 3

EMC 620 - Ethics in EMS Education

Leadership skills for identifying, analyzing, and resolving ethical dilemmas in health education administration.

**Prerequisites**

PREQ: Admission to EMC concentration or permission of instructor.

**Credits** 3

EMC 640 - EMS Quality Improvement in EMS

Introduction to concepts and theories of quality improvement as they relate to the unique environment of prehospital care.

**Credits** 3
EMC 645 - EMS System Design and Operations

EMS System design, ambulance deployment, inventory management and vehicle maintenance.

Prerequisites PREQ: Admission to EMC concentration or permission of instructor.

Credits 3

EMC 650 - EMS System Reimbursement and Finance

EMS system fiscal with special emphasis given to 3rd party reimbursement.

Prerequisites PREQ: Admission to EMC concentration or permission of instructor.

Credits 3

EMC 663 - Quantitative Methods for Decision-making

Introduction to the theory and practice of decision analysis in the health professions.

Prerequisites
PREQ: Admission to EMC concentration or permission of instructor.

Credits 3

ET 510 - Advanced Parametric Modeling and Prototyping

Advanced design methods and rapid prototyping procedures. Focused study will be on 3-D parametrics, advanced graphics, rapid prototyping systems and methods. 2 Lecture 2 Lab.

Prerequisites PREQ: Permission of instructor.

Credits 3

ET 520 - Advanced Fluid Mechanics

Fluid dynamic principles and applications, focusing on Bernoulli's equation and the Navier-Stokes system of equations.

Prerequisites PREQ: Permission of instructor.

Credits 3

ET 521 - Ergonomics

Theories and applications of ergonomic principles for the workplace. Topics include ergonomic tools, standards, guidelines, training programs, case studies, work-site analysis, common occupational injuries.

Prerequisites PREQ: Permission of instructor.

Credits 3
ET 522 - Advanced Polymer Technology

Theory and application of molding processes; emphasis on thermoplastic and thermoset injection; topics in polymer science and microprocessing.

Prerequisites PREQ: Permission of instructor.

Credits 3

ET 524 - Facilities Management and Maintenance

Management and maintenance of residential, commercial, and industrial building systems. Functions and evaluation of systems for heating, cooling, electrical, communications, water, waste, protective coatings and roofing, lawns, and roadways.

Prerequisites PREQ: Permission of instructor.

Credits 3

ET 534 - Facilities Layout

Problem analysis and design of facilities; layout, planning, flow analysis, scheduling, and support of physical facilities.

Prerequisites PREQ: Permission of instructor.

Credits 3

ET 536 - Engineering Economic Analysis

The economics of decision-making, including break-even, least cost, and alternatives related to the time-value of money.

Prerequisites PREQ: Permission of instructor.

Credits 3

ET 552 - Reliability and Maintainability

Statistical methods are used to predict how long a product will function (reliability) and this knowledge is used to develop plans for replacement and servicing (maintainability).

Prerequisites Instructor permission

Credits 3

ET 554 - Advanced 3D Metal Manufacturing

An interactive course that teaches students the principles of additive manufacturing. The focus of the course is on selective laser melting (SLM) that is used to produce 3D metal parts (i.e. 3D metal printing). Topics covered in the course include understanding SLM principles, the design of parts for SLM, analysis of SLM, and developing manufacturing processes to make products using SLM.

Prerequisites Instructor permission

Credits 3
ET 570 - Advanced Digital Communications

Digital communications techniques and systems: signal space representation, binary and M-ary signaling methods, detection of binary and M-ary signals, comparison of digital communication system performances.

Prerequisites PREQ: A course or demonstrated competency in communications theory at the undergraduate level or permission of the instructor.

Credits 3

ET 571 - Linear Systems Analysis

Design and analysis of modern control circuits. Modeling of linear dynamical systems in state space with focus on control of physical systems.

Prerequisites PREREQ: MATH 320 or an equivalent course in ordinary differential equations, or permission of instructor.

Credits 3

ET 572 - Finite Element Analysis

This course introduces finite element modeling with topics including element selection, symmetry, plan stress, plan strain, etc. This course also uses commercial software for analysis.

Prerequisites PREREQ: Permission of instructor.

Credits 3

ET 575 - Systems Integration and Management

Methods of planning, scheduling, directing and supervising technology based systems. Models for monitoring and evaluating systems management will be studied. 2 lecture, 2 lab.

Prerequisites PREQ: Permission of instructor.

Credits 3

ET 593 - Topics in Engineering Technology

Credits 1-3, R6

ET 603 - Applied Research Methods and Experimental Design

An applied study of research methods and designed experiments for decision making. Statistical methods, and interpretation of technical data for system improvement.

Prerequisites PREQ: Permission of instructor.

Credits 3
ET 641 - Quality Assurance

Quality management methods and models for continuous improvement. Standards, implementation, deployment, and assessment strategies will be covered.

Prerequisites PREQ: Permission of instructor.

Credits 3

ET 642 - Automation Systems

Manufacturing system analysis and decision-making regarding the selection and implementation of automation equipment; an overview of traditional manufacturing systems and analyses; evaluation of the need and justification for automation systems; and Computer Integrated Manufacturing (CIM) systems.

Prerequisites PREQ: A course or demonstrated competency in computer programming.

Credits 3

ET 643 - Advanced Parametric Modeling and Design

Advanced level of constraint-based parametric modeling systems and the fundamentals of capturing design intent with Computer Aided Drafting Design systems.

Prerequisites PREQ: A course demonstrated competency in 3-D modeling and rapid prototyping at the undergraduate level or permission of instructor.

Credits 3

ET 644 - Advanced Digital Signal Processing

Digital signal processing methods and techniques including non-parametric power spectral estimation, model-based spectral estimation, and adaptive signal processing.

Prerequisites PREQ: A course or demonstrated competency in computer application and permission of instructor.

Credits 3

ET 645 - Random Processes in Engineering

Engineering applications of probability theory in communications signal processing. Topics include stationarity, spectral densities, random inputs to linear systems, and Gaussian processes.

Prerequisites PREQ: A course or demonstrated competency in probability theory at the undergraduate level or permission of instructor.

Credits 3

ET 647 - Advanced Power System Analysis

Fundamentals of phasors and three-phase circuits; power transformers; transmission line parameters and models; power flow studies; power system controls; symmetrical components; symmetrical and unsymmetrical faults.
Prerequisites PREREQ: Permission of instructor.

Credits 3

ET 648 - Manufacturing Research and Analysis

Research and analysis of current manufacturing materials, methods, and control systems relevant to engineering applications.

Prerequisites PREQ: Permission of instructor.

Credits 3

ET 660 - Innovation in Engineering Design

Student creativity techniques that can be used to enhance innovation in the design of new products, processes, and/or services. In addition, students are familiarized with factors present in the corporate engineering environment that must be accounted for when creating innovations.

Prerequisites Instructor permission

Credits 3

ET 662 - Lean Six Sigma for Manufacturing and Design

Basic and advanced principles of Lean thinking to reduce waste in process flow and improve quality. It is also combined with Six Sigma, a method that uses probability and statistics to design products and processes with very high quality leading to products with very low defect rates. Use of these principles will result in reduced operating cost and increased product quality and higher company profitability.

Prerequisites Instructor permission

Credits 3

ET 680 - Independent Study

Credits 3, R6

ET 688 - Directed Project

A formal engineering or technology investigation of a particular problem under the guidance of the advisory committee/major professor. Not applicable to a thesis option plan of study. Enrollment during at least two consecutive terms for a minimum of three credits required.

Credits 1-3, R6

ET 689 - Graduate Internship

In this course, students will report on activities conducted during their internships and reflect on the meaning of these activities.

Prerequisites Permission of program director.

Credits 3
ET 693 - Advanced Topics in Engineering Technology

Description of a special topic within the field of technology and/or engineering (this will change based on the topic).

Credits 3

ET 695 - Seminar in Engineering Technology

Prerequisites PREQ: Permission of instructor.

Credits 1-3, R6

ET 698 - Comprehensive Exam

Comprehensive exam for non-thesis students.

Prerequisites PREQ: Students must be in their last semester of study.

Credits 0

ET 699 - Thesis

Prerequisites PREQ: Permission of instructor.

Credits 3, R6

ET 779 - Continuing Applied Research

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites PREQ: Must NOT be enrolled in a thesis program.

Credits 1, R10

ET 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites PREQ: Student must be enrolled in a thesis program.

Credits 2, R24

ENGL 501 - Writing for Careers

Theory and application of rhetoric in professional communication; emphasis on triad of author, subject, and audience. Practical assignments: memos, letters, resumes, reports, and persuasive messages.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3
ENGL 502 - Technical Writing for Industry

Practical applications in technical writing. Write, edit, design, layout, and production of documents. Integration of research. Rhetorical issues and scholarship related to technical writing.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 514 - Teaching Writing

Theoretical and practical basis for designing and teaching composition course; analysis of rhetorical, cognitive, and linguistic approaches. Practical, research-based techniques and issues.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 515 - Linguistics

Introduction to sound systems, word systems, sentence patterns; social/regional dialects; psycholinguistics, child/adult language acquisition; historical linguistics; linguistic reconstruction; neurolinguistics; pragmatics, language typology.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 516 - Teaching English as a Second Language


Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 517 - Methods of Teaching Literature

Methods of teaching poetry, world literature, young adult literature; technologies which enhance teaching.

Prerequisites PREREQ: Admission to M.A.T. in English or permission of instructor. Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 529 - Advanced Studies in Technical and Professional Writing

This course is designed to prepare students for specific career paths in professional and technical communication. The course provides students with an in-depth theoretical study of a complex area of writing, such as medical writing or science writing. Students will read specialized texts and practice specific forms of writing in various contexts associated with the theme of the course.

Credits 3
ENGL 550 - Major British Writers

Selected works of one or more important British authors from a single historical period.

**Prerequisites** PREREQ: Requires departmental approval for non-degree seeking students and transient students.

**Credits** 3, R9

ENGL 564 - Native American Literature

Ancient oral tradition and contemporary works. Perceptions of culture, environment, and time observed in "old ways" stories; how influences emerge in "new way" poetry and fiction.

**Prerequisites** PREREQ: Requires departmental approval for non-degree seeking students and transient students.

**Credits** 3

ENGL 571 - Studies in Poetry

Developments in poetry, forms, and audience. Poets and poetry from various literary periods examined in the context of current criticism.

**Prerequisites** PREREQ: Requires departmental approval for non-degree seeking students and transient students.

**Credits** 3

ENGL 572 - Studies in Fiction

Developments in fiction, forms and audience. Writers and texts from various literary periods examined in the context of current criticism.

**Prerequisites** PREREQ: Requires departmental approval for non-degree seeking students and transient students.

**Credits** 3

ENGL 573 - Studies in Drama

Developments in drama, forms, and audience. Writers and play/performances from various literary periods examined in the context of current criticism.

**Prerequisites** PREREQ: Requires departmental approval for non-degree seeking students and transient students.

**Credits** 3

ENGL 580 - Studies in English

Independent study/directed research in English.

**Prerequisites** PREQ: Permission of instructor and department head. Requires departmental approval for non-degree seeking students and transient students.

**Credits** 3, R6
ENGL 589 - Co-op: Writing and Editing

Cooperative education assignments are professional (often off-campus) experiences designed for students who wish to apply their theoretical learning to an on-the-job situation. S/U grading.

Prerequisites PREQ: Enrollment for at least one term in the graduate English program; B average in graduate work; approval of advisor, department head, and cooperative education coordinator. Requires departmental approval for non-degree seeking students and transient students.

Credits 3, R6

ENGL 600 - Selected Ethnic Literature

Exploration of literature outside the Eurocentric canon. Introduces cultural diversity: African American, Asian American, Hispanic American, or Native American literature; international or multicultural literature.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 601 - Gender Studies

Feminist theory; ways in which male and female authors construct gender; how representations of men and women have influenced how we think about society and culture.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 602 - African American Literature

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

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 603 - Proposal and Grant Writing

Provides an overview of the profession. Helps students identify and investigate the many fields in which they can write professionally, using traditional and electronic techniques.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3
ENGL 604 - Writing for Electronic Environments

Teaches clear, coherent writing in a variety of electronic environments, including multimedia presentation and publication, web page design, and computer documentation.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 605 - Advanced Issues in Technical and Professional Writing

An examination of historical and contemporary theory in technical and professional writing. Explores application of theory to the contemporary workplace.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 606 - Nonfiction Writing

"Literary" or creative nonfiction writing for small presses or popular magazines; emphasis on personal experience, personal reflection, and profile essays.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 607 - Technical and Professional Editing

Students produce a variety of texts using appropriate and advanced technologies that are in high-demand in the workplace.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 608 - Fiction Writing

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

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 609 - Poetry Writing

Writing and reading poetry; in-depth discussion of student work. Preparation of portfolio of original poems; study of major poets and formal elements of poetry.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3
ENGL 610 - Rhetorical Theory

In-depth survey of the western rhetorical tradition from classical times to the present, with the principal focus on major contributions through the twentieth century.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 611 - Mountain Area Writing Project

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

Prerequisites PREQ: Permission of instructor. Requires departmental approval for non-degree seeking students and transient students.

Credits 6

ENGL 612 - The Mountain Area Writing Project (Level 2)

A follow-up extension of ENGL 611, open only to K-12 public school teachers through invitation. Rare exceptions made with permission of instructors.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 613 - Stylistics

In-depth study of the rhetoric of style. Examination of professional writing: how and why writers might choose sentence type, vocabulary, punctuation, and syntax.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 614 - Contemporary Rhetoric

In-depth survey of rhetoric in the late twentieth century; examination of theory/application of "new rhetorics."

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3
ENGL 615 - Linguistic Perspectives

Specific focus will vary: may cover phonology, morphology, syntax, sociolinguistics, dialectology, psycholinguistics, and child/adult language acquisition.

Prerequisites PREQ: ENGL 515 or permission of instructor. PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 616 - Foundations of ESL and Language Learning

Introduction to second language acquisition (SLA): language learning, learning theory, needs analysis, assessment, and factors in variability of SLA.

Prerequisites PREQ: Admission to program or consent of instructor. Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 617 - Historical Linguistics

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

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 618 - Research Methods in English

Overview of research methodologies in fields related to the disciplines of English.

Prerequisites PREQ: Required for all graduate students in the M.A. in English. Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 619 - English Grammars

Internal structure of English, particularly its syntax: traditional grammar, American structuralism, and generative grammar; primary focus on Chomskyan and other competing models.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3
ENGL 620 - Chaucer

Chaucer's major poetry/historical epoch analyzed; particular emphasis on The Canterbury Tales, Troilus and Criseyde, and the dream visions. All selections read in Middle English.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 621 - Medieval Language and Literature

Introduction to the structure, syntax, grammar, and vocabulary of Middle English; major works written between 1066 and 1500 are examined, in original and translation.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 622 - Anglo-Saxon Language and Literature

Emphasis on Old English language, major works, in translation and in original. Students will become familiar with Old English history and the culture.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 625 - Applied Phonetics and Pronunciation Teaching

The study of the English sound system as it applies to developing speaking abilities in ESL students.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 626 - ESL Methodology: Listening and Speaking

This core course for the MA-TESOL degree provides an overview of ESL/EFL methodology focusing on aural/oral skills (listening comprehension, pronunciation, and overall speaking instruction).

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 627 - ESL Methodology: Reading and Writing

ESL theory and practice for reading and writing development: vocabulary, grammar, content-based and task-based instruction. Critique of textbooks, materials, effective techniques.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3
ENGL 628 - ESL Curriculum and Administration

Survey and analysis of curriculum and syllabus design. Theoretical and practical issues in selecting content and developing instructional materials for ESL/EFL program development and administration.

Prerequisites PREREQ: 616, 626, 627. Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 630 - The Bible as Literature

Study of the Bible from a literary perspective, examining major portions of the text for its subjects, themes, literary styles and genres.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 631 - Shakespeare

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

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 632 - Renaissance Literature

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

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 635 - Teaching Grammar, Reading and Writing to ESL Students.

The study of English grammar and its application to teaching and writing to ESL students.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 641 - Milton

Examination of theological, mythological, political, and poetic issues in Paradise Lost and Samson Agonistes, minor poems. Introduction to major prose works.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3
ENGL 642 - Seventeenth-Century Poetry and Prose

Works of notable poets; special attention to Cavalier, Metaphysical, and Meditational poetry, and prose writings with attention to issues of theme and style.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 643 - Literature of the Enlightenment

Focus on artistic constructs of order (heroic couplet, Augustan diction); developments within artistic genres (satire, novel, and periodical); dynamic cultural temperaments.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 645 - Second Language Acquisition and TESOL Methodology

Current theories and research on second language acquisition and their application to language pedagogies.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 651 - Romantic and Victorian Poetry

A survey of Romantic and Victorian poetry, from the visionary William Blake to the luminary Elizabeth Barrett Browning and the decadent Oscar Wilde.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 652 - Nineteenth-Century British Fiction

A survey of nineteenth-century British fiction with special emphasis on significant novels of the era, from Austen and the Brontës to Dickens, Eliot, and Wilde.

Prerequisites Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 653 - British Nonfiction

A survey of British nonfiction prose and its authors' interrogation of issues such as aesthetics, class, gender, industrialization, race, religion, science, and governance.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3
ENGL 655 - Professional Development of the ESL Teacher

An examination of language assessment and professional requirements for ESL teachers in North Carolina.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 659 - Southern Literature

The literature of the South with particular emphasis on cultural and historical themes of the region.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits (3)

ENGL 660 - Early American Literature

"New World" texts, including indigenous literature, European settler writings, slave narrative, and works from the revolutionary and early national periods.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 661 - Nineteenth-Century American Literature

Texts of American literature encompassing one hundred years characterized by great change—including the American Renaissance, realism, and naturalism.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 662 - Contemporary Literature

Study of literature written since the end of World War II; texts covered will cross borders of genres, nations, and continents.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 663 - Environmental Literature

Study of environmental depictions in literature and how those depictions are imagined, shaped, and created by specific cultural contexts.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3
ENGL 670 - Early Twentieth-Century British Literature

Literary trends dominating first four decades of twentieth century; emphasis on Yeats, Conrad, Eliot, Woolf, Lawrence; also, works in English from United States or other countries.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 671 - Late Twentieth Century British Literature

A multigenre view of literature since World War II; writers in English, or in English translation.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 672 - African Literature

An exploration of African oral and written literatures from a variety of cultures, situated within a global literary historical context.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 673 - Global and Postcolonial Literature

Non-Western literature and film from formerly colonized areas such as Africa, India, Australia, New Zealand, and the Caribbean that share English as literary language.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 674 - Transnational Literature

Focuses on world literature shaped in response to immigration, globalization, increased access to telecommunications and military occupation.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 675 - Modernism

Study of literature written from 1900 to World War II. Literature will include multiple genres and national origins.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3
ENGL 676 - Adaptation: From Text to Film

Study of film adaptation in a variety of genres, including fiction and nonfiction; historical and contemporary theory, film and cultural analysis, industry practices that govern adaptations.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 677 - Literary Theory

Study of major schools of literary theory like new criticism, deconstruction, feminism, racial identity, post-colonial theory, gender theory, new historicism, Marxism, psychoanalysis, and ecocriticism.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 683 - TESOL Practicum

Students will team-teach one ESL class, exploring principles of language learning, intercultural communication, ESL methodology, and the multidimensional nature of the English language classroom.

Prerequisites PREQ: 616, 626, 627. Requires departmental approval for non-degree seeking students and transient students.

Credits 3

ENGL 693 - Special Topics in English

Varying topics of specialized focus.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3, R6

ENGL 694 - Special Topics in Rhetorical Theory

Varying topics of specialized focus.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3, R6

ENGL 695 - Contemporary Composition Theory

Varying topics of specialized focus.

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3, R6
ENGL 699 - Thesis Research

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

Prerequisites PREREQ: Requires departmental approval for non-degree seeking students and transient students.

Credits 3, R12

ENGL 779 - Continuing Research-Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites PREQ: Must NOT be enrolled in a thesis program. Requires departmental approval for non-degree seeking students and transient students.

Credits 1, R10

ENGL 799 - Continuing Research-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites PREQ: Student must be enrolled in a thesis program. Requires departmental approval for non-degree seeking students and transient students.

Credits 2, R24

ENT 600 - Entrepreneurial Planning

Tools for venture creation and management including marketing, accounting, risk management, human resources, legal issues, and intellectual capital.

Credits 3

ENT 601 - Entrepreneurial Innovation

Examination of invention, enhancement, originality, divergent thinking, and innovation in research, development, enhancement, and strategy in businesses and organizations.

Credits 3

ENT 610 - Entrepreneurial Creation

Examination of the resources, demand, industry and competitive forces, and strategies required for successful entrepreneurial activities.

Credits 3
ENT 630 - Entrepreneurial Growth

Developing the materials to institute and expand a successful entrepreneurial venture.

Credits 3

ENT 635 - Intrapreneurship

This course addresses the emerging practice of Intrapreneurship, broadly defined as the application of entrepreneurial capabilities to the development of new ventures within an existing firm. Individuals who may be involved in such endeavors must typically be capable of serving as innovation leaders and change agents.

Credits 3

ENT 640 - Entrepreneurial Feasibility Analysis

Financial forecasting to include pro forma cash flow development, and the design and development of reporting systems.

Prerequisites A minimum of 6 hours of graduate entrepreneurship courses.

Credits 3

ENT 645 - Entrepreneurial Marketing

Methods of creating and delivering a marketing plan using media and online approaches. Course requires the development of marketing plan, market analysis, collateral material, and online promotions.

Credits 3

ENT 650 - Advanced Entrepreneurial Finance

Financial statements analysis, performance and sensitivity analysis and sources and types of debt and equity funding.

Prerequisites ENT 601, ENT 610, ENT 640 and ENT 645.

Credits 3

ENT 655 - Planning a New Venture

Culmination of three semesters of work leading to the creation of a business plan that is capable of supporting substantial financial investment.

Prerequisites ENT 601, ENT 610, ENT 640, ENT 645, ENT 650 and ENT 660.

Credits 3
ENT 660 - Entrepreneurial Strategy - Part 1

Strategic leadership, deliberate strategy, environment scanning, competitive assessment, entrepreneurial vision and communication.

Prerequisites ENT 601, ENT 610, ENT 640, and ENT 645.

Credits 3

ENT 670 - Entrepreneurial Strategy - Part 2

Strategic leadership, deliberate strategy, environmental scanning, competitive assessment, entrepreneurial vision and communication.

Prerequisites ENT 601, ENT 610, ENT 640, ENT 645, ENT 650 and ENT 660.

Credits 3

ENT 682 - Independent Study

Independent Study

Prerequisites Permission of instructor.

Credits 1-3, R6

ENT 693 - Topics in Entrepreneurship

Topics in Entrepreneurship

Prerequisites Permission of instructor.

Credits 1-6, R9

ENVH 570 - Principles of Epidemiology

Principles and applications of investigation, control, and prevention of disease.

Credits 3

ENVH 575 - Environmental Program Administration

Intensive study of regulatory program administration; focus on development, implementation, and evaluation of environmental health programs in the government sector.

Credits 3

ENVH 655 - Hazardous Materials and Waste Management

An application of technical and administrative procedures needed to understand the problems of hazardous materials and waste management, especially as they relate to current generators, transporters, processors, and disposers.

Credits 3
ENVH 670 - Water Quality

Examination of processes for the development of water resources and water quality. Health implications of water quality management and pollution control will be stressed.

Credits 3

ENVH 671 - Environmental Regulation and Law

Introduction of basic concepts of environmental law, including the workings of the justice system, the litigation process, witness testimony, and major environmental health laws.

Credits 3

ENVH 675 - Loss Control through Industrial Hygiene

Reduction of employer healthcare cost through utilization of principles of industrial hygiene and occupational health; cost-effectiveness of preventive medicine in industry.

Credits 3

FIN 570 - Portfolio Management

A "hands on" course managing an all-equity portfolio; corporate, industry and market analysis.

Credits 3

FIN 601 - Financial Management

Capital budgeting, financial structure, financial analysis and planning, lease analysis, leverage, working capital management, and international financial management.

Prerequisites M.B.A. 500 or equivalent.

Credits 3

FIN 602 - Investment Analysis and Portfolio Management

Evaluation of stocks, fixed-income securities, and investment strategies; fundamental and technical analysis; and modern portfolio theory.

Credits 3

FIN 682 - Research Project in Finance

Research Project in Finance

Prerequisites Detailed project proposal must be approved by department head and director of graduate programs in business.

Credits 3, R6
FIN 693 - Topics in Finance

Topics in Finance

Prerequisites Permission of department head and director of graduate programs in business.

Credits 3, R6

GEOG 591 - Topics in Geography

Topics in Geography

Prerequisites PREQ: Permission of instructor.

Credits 1-3, R6

GEOG 593 - Special Problems

Special Problems

Prerequisites PREQ: Permission of instructor.

Credits 1-3, R6

GEOL 505 - Hydrogeology

Overview of basic principles and methods of hydrogeology with emphasis on groundwater, groundwater-surface water interactions, geologic controls, water chemistry, field investigations, and environmental problems. 3 Lecture 3 Lab.

Prerequisites PREQ: GEOL/GEOG 305 or GEOL/GEOG 302 or permission of instructor.

Credits 4

GEOL 510 - Fluvial Geomorphology

Survey of channel hydraulics, sediment transport and deposition, and channel responses to natural and anthropogenic disturbances; emphasizes factors controlling channel form and process.

Credits 3

GEOL 523 - Contaminated Rivers: Assessment, Remediation, and Restoration

Survey of trace metal transport and fate in riverine environments and their potential impacts on ecosystem and human health; emphasizes remediation techniques.

Credits 3

GEOL 555 - Wetlands

Wetland science and management with an emphasis on physical processes and field techniques.

Credits 3
GEOL 565 - Environmental Geochemistry

Applying chemical principles in the study of geologic topics including environmental contaminants, element cycling, environmental reconstruction, and climate change; use of analytical equipment in geochemistry.

**Prerequisites** PREQ: Permission of instructor.

**Credits** 3

GEOL 591 - Topics in Geology

Special course explores a current topic in Geology or Environmental Geology.

**Prerequisites** PREQ: Permission of instructor.

**Credits** 1-4, R8

GEOL 593 - Special Problems in Geology

Special Problems in Geology

**Credits** 2, R4

GEOL 601 - Earth Sciences

Survey of the elements of physical and historical geology, weather, climate, and their effect on the geomorphic process.

**Credits** 3

GEOL 602 - Earth Sciences

Survey of the elements of physical and historical geology, weather, climate, and their effect on the geomorphic process.

**Credits** 3

GEOL 693 - Topics in Geology

Topics in Geology

**Prerequisites** PREQ: Permission of instructor.

**Credits** 1-3, R6

GERN 510 - Healthy and Integrative Aging

An introduction to the field of gerontology with a focus on research, healthy aging and a holistic perspective of human development.

**Credits** 3
GERN 520 - Long-Term Care Continuum

This course examines the continuum of supports and services available to consumers in planning and/or providing for their long-term care needs.

Credits 3

GERN 680 - Independent Study

A directed independent study in the field of gerontology.

Prerequisites PREQ: Permission of advisor.

Credits 1-3, R9

GERN 688 - Gerontology Practicum

A capstone course with the major focus on designing, planning and implementing a service learning/practicum project.

Prerequisites PREQ: Permission of advisor.

Credits 3

GERN 693 - Topics

Topics in the field of gerontology.

Credits 1-3, R9

MHS 510 - Systems and Policy in Health Care

Overview of medical and health services delivery, organizations, providers, recipients, and financing from national policy perspectives

Credits 3

MHS 530 - Theoretical Foundations of Public Health

Theory and principles of adult education as they apply to the promotion of health behaviors in clinical, worksite and community settings.

Credits 3

MHS 532 - Principles of Clinical Education

Principles and methods of teaching healthcare occupational skills in clinical settings focusing on defining educational needs, developing curricula, pedagogy, and outcomes assessment.

Credits 3
MHS 534 - Training and Development in Clinical Settings

Techniques used in designing programs and activities to improve effectiveness of hospitals and other health-service delivery organizations as delineated by organizational needs, culture, and strategic plan.

Credits 3

MHS 536 - Educational Technology in Health Sciences

Students will experience a wide array of technology applications in order to deliver written, oral, and electronic information appropriately in the allied health field.

Credits 3

MHS 538 - Program Planning and Evaluation in Health Sciences

Theories and principles of program planning and evaluation in clinical, work site, and community settings; focusing on systematic approaches to assess program effectiveness and quality decision-making.

Credits 3

MHS 540 - Health Communications

Overview of social marketing as the basis for developing health communications between providers and consumers.

Credits 3

MHS 562 - Leadership Strategies for Health Care Organizations

Discussion of leadership constructs facing today's health care managers/administrators. Constructs include areas of employer/employee relations, human resource management, appraisal process, and employee motivation.

Credits 3

MHS 564 - Cost Containment/Productivity Management in Healthcare Organizations

Principles of productivity management and budgeting of clinical departments in hospitals and other health service delivery organizations.

Credits 3

MHS 630 - Medicare & Medicaid

In-depth study of Medicare & Medicaid, the federal program that provides a national model for the provision of socialized medicine in America.

Credits 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS 635</td>
<td>Theoretical Foundations of Public Health</td>
<td>Theory and principles of adult education as they apply to the promotion of health behaviors in clinical, worksite and community settings.</td>
<td>3</td>
</tr>
<tr>
<td>MHS 638</td>
<td>Program Planning and Evaluation in Health Sciences</td>
<td>Theories and principles of program planning and evaluation in clinical, worksite, and community settings; focusing on systematic approaches to assess program effectiveness and quality decision-making.</td>
<td>3</td>
</tr>
<tr>
<td>MHS 640</td>
<td>Health Communications</td>
<td>Overview of the development, implementation, and assessment of an organizational or community health information campaign.</td>
<td>3</td>
</tr>
<tr>
<td>MHS 660</td>
<td>Health Care Marketing</td>
<td>Fundamentals of marketing applied to the health care environment; brand development and evolution; radical marketing and how technology is revolutionizing health care marketing.</td>
<td>3</td>
</tr>
<tr>
<td>MHS 662</td>
<td>HealthCare Organization–Problem Solving and Decision Making</td>
<td>Overview of macrolevel directional decisions and microlevel operational decisions.</td>
<td>3</td>
</tr>
<tr>
<td>MHS 664</td>
<td>The Legal Environment of Healthcare</td>
<td>Legal and ethical issues facing medical and health services. Discussion includes standards, regulations, ethical issues, applicable legislation and case law.</td>
<td>3</td>
</tr>
<tr>
<td>MHS 665</td>
<td>Quality Performance in Health Care Organizations</td>
<td>Quality improvement in patient care delivery; includes program design and new and emerging concepts and practices in quality management.</td>
<td>3</td>
</tr>
</tbody>
</table>
MHS 668 - Health Care Informatics

Overview of automated information systems, flow charting and mainframe healthcare systems, technology considerations, artificial intelligence, programming and application in healthcare settings.

Credits 3

MHS 670 - Biostatistics for Health Sciences

Introduction to statistical methods used in public health and medical sciences research; focusing application of methods to design and interpret experimental and comparative data.

Credits 3

MHS 675 - Research Methodology in the Health Sciences

Overview of history and philosophies of research, topic selection, data gathering and presentation, report writing, and proposal development.

Credits 3

MHS 680 - Directed Independent Study in Health Sciences

A limited course for independent study; goals, methods, and expected outcomes approved in advance by program faculty; process monitored and outcome evaluated by program faculty.

Prerequisites PREQ: Permission of instructor.

Credits 1-3, R6

MHS 687 - Internship in Health Care Organizations

A carefully planned, practical, service-learning experience at a health related agency or clinical facility; tailored to individual students.

Prerequisites PREQ: Permission of instructor.

Credits 3

MHS 693 - Special Topics in Health Sciences

In-depth study of a selected subject related to health sciences.

Credits 3, R6

MHS 694 - Seminar in Healthcare Management Issues

Analysis of management problems and issues emphasizing service unit needs.

Prerequisites PREQ: Acceptance in the M.H.S. program or permission of instructor.

Credits 3
MHS 696 - Research Seminar in Health Sciences

Preparation and refinement of research project or thesis proposal with a data gathering instrument, analysis plan and IRB application under the direction of MHS faculty.

**Prerequisites** MHS 670, MHS 675

**Credits** 3

MHS 698 - Project in Health Sciences

Students work independently under the direction of one faculty member on an analysis of a topic, synthesis, or creative application of existing scholarship to a specific problem, the result of which is a scholarly paper.

**Prerequisites** PREQ: 675.

**Credits** 3, R6

MHS 699 - Thesis

Thesis

**Prerequisites** PREQ: 675.

**Credits** 3, R12

MHS 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

**Prerequisites** PREQ: Must NOT be enrolled in a thesis program.

**Credits** 1, R10

MHS 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

**Prerequisites** PREQ: Student must be enrolled in a thesis program.

**Credits** 2, R24

PT 880 - Directed Independent Study

Independent study in interdisciplinary or discipline-specific issues and/or clinical practice with objectives, methods, and expected outcomes negotiated in advance with an individual faculty member. S/U grading.

**Prerequisites** PREREQ: Admission to the physical therapy program.

**Credits** 1-3 R3
EDHE 531 - Foundations of Adult Education

Historical, sociological, psychological, and philosophical foundations of adult education; the nature and characteristics of adult learners; review of research.

Credits 3

EDHE 605 - The Community College

The two-year institution’s function in higher education.

Credits 3

EDHE 610 - Community College Instruction

Theories of instruction at the community college, instructional methodologies and strategies for working with adult learners, and practical applications of appropriate teaching practices.

Credits 3

EDHE 615 - Leading the Academic Department

Prepares academic mid-level managers in community colleges.

Credits 3

EDHE 620 - Politics and Policy Development at the Community College

This course examines the political factors and decision makers that may influence community college policy decisions at the state, county, and campus levels.

Credits 3

EDHE 636 - Community College Curriculum Development

Principles and processes of program planning and curriculum development.

Credits 3

EDHE 650 - Program Development and Evaluation

Principles of evaluation and improvement of programming for all college functions. Special emphasis is placed upon student services and non-curriculum outcomes.

Credits 3

EDHE 670 - Community College Administration

Credits 3
EDHE 683 - Internship in Community College Administration

Fieldwork at a community college, four-year institution of higher education, or other appropriate setting.

Prerequisites PREQ: Consent of advisor.

Credits 3

EDHE 686 - Practicum in Community College Teaching

S/U grading.

Credits 2

EDHE 693 - Topics in Higher Education

Short-term, high-interest topics related to administration and curriculum in higher education.

Prerequisites PREQ: A course in higher education or permission of instructor.

Credits 1-3, R6

EDHE 695 - Seminar on the Community College

Help self-directed students gain insight into the challenges and opportunities associated with the administration and continued evolution of the rural community college.

Credits 2

EDHE 805 - Role of Community College in Society

Contextual role of community college in society. Special emphasis on how issues generated by these roles confront community college leaders.

Credits 3

EDHE 810 - Community College/Higher Education Leadership

Advanced study of higher education leadership. Problems associated with organizational, procedural, and personnel issues in higher education.

Credits 3

EDHE 820 - Community College/Higher Education Politics and Board Relations

Understanding the relationship between higher education leadership and controlling boards; state, regional and local political influence on higher education policy.

Credits 3
EDHE 830 - Adult Programming in Community College

Principles of adult education used to examine the establishment of comprehensive programming plans for community college.

Credits 3

EDHE 840 - Community College Finance & Business Operation

Community college funding procedures and models of business operations.

Credits 3

EDHE 860 - The College Presidency

This course engages participants in an analysis of the university/college presidency looking at ascendancy to the presidency as well as various aspects of the nature of the presidency.

Credits 3

HESA 530 - Diversity in Higher Education

Overview of various college student subcultures and characteristics of today's college students; examination of professional approaches to development of the students within each culture.

Credits 3

HESA 593 - Topics in College Student Personnel

Topics in College Student Personnel

Prerequisites PREQ: Permission of instructor.

Credits 1-3, R9

HESA 605 - Introduction to Higher Education Student Affairs

Introduction to student affairs in higher education focusing on the foundations of the profession, theoretical bases, models of practice, and employment competencies.

Credits 3

HESA 611 - Organization, Administration and Finance in Higher Education Student Affairs

An analysis of organizational structures used in higher education student affairs. Administrative responsibilities of higher education student affairs professionals including planning, budgeting, and working with other units.

Credits 3
HESA 615 - History of Higher Education in the United States

This course surveys the history of higher education in the United States with a dual focus on mainstream collegiate institutions and non-traditional alternatives.

Credits 3

HESA 621 - Theories of College Student Development

Overview of theories of student development most widely accepted in student affairs professional circles.

Credits 3

HESA 625 - Teaching and Learning Environments in Higher Education

This course focuses on trends toward collaboration between faculty and student affairs professionals and seeks to understand curriculum and pedagogical issues.

Credits 3

HESA 630 - Legal and Ethical Issues for Higher Education Student Affairs

Examination of the regulatory, statutory and case law that governs the ethical operation of institutions of higher education, with particular emphasis on student affairs issues.

Credits 3

HESA 683 - Internship I

Supervised practicum in college student personnel programs. Three-four hours of field-based practica per week per one credit hour.

Prerequisites PREQ: 605 and permission of advisor.

Credits 1-3, R6

HESA 684 - Internship II

Advanced supervised practicum in college student personnel programs. Three-four hours of field-based practica per week per one credit hour.

Prerequisites PREQ: Permission of advisor.

Credits 1-3, R6

HESA 685 - Internship III

Advanced supervised practicum in college student personnel programs. Three-four hours of field-based practica per week per one credit hour.

Prerequisites PREQ: Permission of advisor.

Credits 1-3, R6
HESA 693 - Special Topics in Higher Education Student Affairs

Special Topics in Higher Education Student Affairs

**Prerequisites**  
PREQ: Permission of instructor.

**Credits**  
1-3, R9

HESA 695 - Capstone in Higher Education Student Affairs

This seminar is the capstone course for the program, integrating theory with practice. It includes in-depth discussion of current trends and issues through case studies.

**Prerequisites**  
Permission of advisor.

**Credits**  
3

HESA 670 - Professionalism in Higher Education: Becoming a Practitioner-Scholar

This course is designed to prepare students personally and professionally for a career in 21st Century Higher Education. Emphasis is placed on developing professional competencies based on national standards and adhering to the responsibilities of a practitioner-scholar.  
(Side note: We have offered this course twice as a "special topics" elective, and students have thoroughly enjoyed it, rating it one of the most useful courses in the program. Thus, we are wanting to move it to be a stand-alone elective, as we have reached the "special topics" limit and have worked out some kinks by teaching it a couple of times. Students who usually choose to take this elective are our full-time students (pre-career) and often see/approach this class as the pre-capstone course which is offered the following semester).

**Prerequisites**  
Instructor Permission

**Credits**  
3

HIST 510 - The Creation of Modern Science

Development of scientific thought since 1200. Origins of science's prominent role in modern Western culture, economy, and society.

**Credits**  
3

HIST 511 - Western Imperialism 1500 to the Present

Western Imperialism in the Americas, Africa, and Asia; World War I and its aftermath; the roots of Third World independence movements.

**Credits**  
3

HIST 512 - Early Modern Europe

The Reformation; development of the modern state; scientific revolution; rise of capitalism; social change.

**Credits**  
3
HIST 513 - Europe in the Eighteenth Century
The Old Regime; wars of expansion, the Enlightenment; the French Revolution and Napoleon.

Credits 3

HIST 514 - Europe in the Nineteenth Century
Post-Napoleonic settlement; internal, colonial, and imperial developments; unification movements; the background of World War I.

Credits 3

HIST 516 - Europe in the Twentieth Century
World War I: Paris Peace Conference, domestic developments, the rise of “isms” in Russia, Italy, and German. World War II: postwar reconstruction and reorganization, and the Cold War.

Credits 3

HIST 521 - Romans, Christians, Barbarians
Explores the three most prominent cultures of the Mediterranean at the end of the Roman Empire.

Credits 3

HIST 525 - Modern European Military History
Focuses on the era of the two World Wars (1914-1945), emphasizing political, technological, and operational issues.

Credits 3

HIST 531 - Colonial America, 1492-1763
Political, social, economic, and cultural characteristics.

Credits 3

HIST 532 - The Revolutionary Era, 1763-1800
Causes and effects of the Revolution, the War for Independence, the Constitution, the Federalist Era.

Credits 3

HIST 533 - The Young Republic, 1800-1848
Jeffersonian democracy; War of 1812; Era of Good Feeling; Jacksonian democracy; western expansion; the Mexican War.

Credits 3
HIST 534 - Civil War and Reconstruction, 1848-1877

Sectional differences; the secession movement; military operations; Reconstruction.

Credits 3

HIST 535 - Emergence of Industrial America, 1877-1929

Growth and conflict of organized industry and labor; agrarian decline and revolt; American Imperialism; progressive reform; World War I; postwar crises and prosperity.

Credits 3

HIST 536 - The United States since 1929

Great Depression; New Deal; World War II; role as Cold War superpower; domestic developments.

Credits 3

HIST 542 - African-American History

Role of African Americans in American history; African background; religious, cultural, economic, and political institutions, civil rights, struggles, tension assimilation and black nationalism.

Credits 3

HIST 543 - The American South

Social structure and economic interests of the Antebellum South; impact of Civil War and Reconstruction; the New South; the twentieth-century South; emphasis on regional differences and social transition.

Credits 3

HIST 545 - Cherokee History

Pre-contact Cherokee society; acculturation; removal; post-removal development of the Cherokee Nation West, and the Eastern Band of the Cherokees.

Credits 3

HIST 546 - Southern Appalachian History

History and folkways in the period of geographic isolation; changes in regional culture in an age of improved transportation and communications.

Credits 3
HIST 548 - The American West

Explores the history and literature of the trans-Mississippi West from the time of discovery through the present, emphasizing the period since 1800.

Credits 3

HIST 550 - War and Memory

Explores perceptions and social history of American Wars in the Twentieth Century.

Credits 3

HIST 551 - American Women's History

Role of women in American history; conflicting and changing ideologies of femininity and sexuality; women in the family, workplace, and politics.

Credits 3

HIST 552 - American Diplomatic History

US foreign relations from the colonial period to modern times.

Credits 3

HIST 554 - American Military History

Military affairs in the United States from the Revolution to the present; emphasis on war as a social institution.

Credits 3

HIST 555 - American Religious History

Role of organized religion in American history and culture, primarily since 1865.

Credits 3

HIST 557 - Sports in American History

Interaction between sports and American social, economic, and political history.

Credits 3

HIST 559 - Sizzlin' Sixties

Explores key events and trends that characterized US history during the 1960s.

Credits 3
HIST 563 - History of the Mexican Nation

Mexico since 1810; nineteenth-century conflicts; revolution, 1910-1917; progress to the present.

Credits 3

HIST 571 - Introduction to Public History

Explores such topics as museum displays, reenactments, historical pageants, historic preservation, living history, interpretations, and public policy.

Credits 3

HIST 572 - Local History and Genealogy

Role of the family and the community in shaping state, regional, and national developments; emphasis on research techniques and local resources. Lecture and fieldwork.

Credits 3

HIST 573 - Introduction to Museum and Historic Site Interpretation

Theory and practice of interpreting history to the public in museums and historic sites. Exhibit development, research methods, public programming, and audience evaluation.

Credits 3

HIST 574 - Introduction to Oral History

Explores the uses of oral history, its relationship to other research techniques, the components of interviewing, and the field’s numerous ethical, legal, and archival issues.

Credits 3

HIST 589 - Cooperative Education in History

S/U grading.

Prerequisites PREQ: Enrollment for at least one term in the M.A. in History program; B average in graduate work; approval of department head, advisor, and cooperative education coordinator.

Credits 3

HIST 593 - Topics in History

Topics in History

Credits 1-3, R12
HIST 613 - United States History to 1800

Seminar addressing historiographical themes in American history to 1800, pre-contact to Revolution, including settlement, Native Americans, slavery, politics, economics, religion, and war.

Credits 3

HIST 614 - Nineteenth Century United States

Seminar addressing historiographical themes in nineteenth century American history, including settlement, Jacksonian American, slavery, the Civil War, Reconstruction, Industrialization, and Populism.

Credits 3

HIST 615 - Twentieth Century United States

Seminar addressing historiographical themes foreign policy, wars, race relations, the Cold War, Reconstruction, political developments, and consumerism.

Credits 3

HIST 620 - Native American History

Seminar addressing historiographical pre-contact to present, including culture, religion, wars, treaties, economics, and tribal sovereignty.

Credits 3

HIST 621 - Environmental History

Seminar addressing historiographical themes related to humans’ relationship with nature and the ways in which climate and nature shape human history.

Credits 3

HIST 622 - Gender History

Seminar addressing historiographical themes related to gender as a mode of intellectual inquiry in American and European History.

Credits 3

HIST 631 - Historiography

Survey of the principal historians, interpretations, methodology, and sources dealing with American or European History.

Credits 3
HIST 632 - Historical Methodologies and Research Design

 Exploration of the principal methodologies of historical research and work on the beginning stages of a history thesis/internship project.

 Credits 3

HIST 633 - Advanced Teaching Methodologies in Secondary Social Science Education

 Examines instructional strategies and theories for effective teaching of secondary-level social sciences.

 Prerequisites Required course in the M.A.Ed. Social Science program.

 Credits 3

HIST 680 - Readings in History I

 Major interpretative monographs and articles within a selected area. may not be taken more than twice for credit without departmental approval.

 Credits 3, R6

HIST 681 - Readings in History II

 Major interpretative monographs and articles within a selected area. may not be taken more than twice for credit without departmental approval

 Credits 3, R6

HIST 682 - Readings in History III

 Major interpretative monographs and articles within a selected area. may not be taken more than twice for credit without departmental approval

 Credits 3, R6

HIST 683 - Readings in History IV

 Major interpretative monographs and articles within a selected area. may not be taken more than twice for credit without departmental approval

 Credits 3, R6

HIST 688 - Internship in History

 Supervised internship in a public history institution or setting. S/U grading.

 Prerequisites PREQ: Permission of department head.

 Credits 1-3, R-3
HIST 693 - Problems in History

Problems in History

Prerequisites PREQ: Preparation in topic or permission of instructor.

Credits 3, R9

HIST 699 - Thesis

Only 3 hours may be counted toward degree.

Credits 1-3, R12

HIST 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites PREQ: Must NOT be enrolled in a thesis program.

Credits 1, R10

HR 601 - Organization Acumen for HR Leaders

Overview of the major functions of organizations emphasizing how HR professionals provide strategic leadership through effective planning and execution of strategy to achieve organizational goals. Organizational functions to be addressed include marketing/sales, finance/accounting, and operations.

Credits 3

HR 602 - Human Resources Research and Evaluation Methods

An overview of human resources research literature and methods.

Credits 3

HR 605 - Principles and Practice in Human Resources

In this course, students will explore the Human Resource functions within organizations. An emphasis is placed on the role that HR should ideally play as a strategic partner in the organization focused on enhancing organizational performance. This course covers all of the relevant functional areas of human resources including: reward systems, performance coaching, talent acquisition, talent development, and strategic human resource planning.

Credits 3

HR 610 - Human Resource Development

An overview of the training and development functions in organizations.

Credits 3
HR 611 - E-Learning

An introduction to developing on-line learning systems for educational institutions, business organizations, and government agencies.

Credits 3

HR 612 - Instructional Design

Developing instructional training programs for education, industry, and government.

Prerequisites PREQ: Permission of instructor.

Credits 3

HR 613 - Coaching for Performance

Explores and analyzes at the graduate level concepts and practices of performance management in organizations, emphasizing alignment of employee and team performance goals with organizational strategy and ongoing feedback and coaching for performance.

Credits 3

HR 614 - Talent Acquisition and Retention

In this course, students will explore the competitive forces, theories and methods of organization recruitment, selection, and retention. The course addresses staffing models and strategy, staffing support systems (legal compliance, planning, job analysis, and rewards), core staffing systems, and retention management. It is strongly recommended that this course be taken after completion of HR 605 and HR 602.

Credits 3

HR 615 - Organization Development

An overview of the practices, theories, and methods of organization development and action learning.

Credits 3

HR 616 - Web Publishing

An introduction to basic Web publishing with Macromedia’s Dreamweaver and Fireworks software.

Credits 3

HR 619 - Assessment Methods in Human Resources

An overview of assessment instruments and methods used in human resources.

Credits 3
HR 620 - The Design and Use of Instructional Gaming Simulations

Exploration into instructional games and simulations. Selection of gaming-simulations to achieve particular learning objectives and facilitation of simulation exercises. Emphasis is placed on designing and field-testing student made gaming-simulations.

Prerequisites PREQ: Permission of instructor.

Credits 3

HR 660 - Talent Development

Analyzes the processes of selecting, developing and maintaining talent within an organization. The course focuses on talent management strategies and initiatives which are integrated with organizational strategy and bottom line objectives.

*This content has been designed to align with HR competencies identified by SHRM, the Human Resource Certification Institute (HRCI), Bersin by Deloitte, and Association for Talent Development (ATD) for Graduate HR Curriculum Guidelines.

Credits 3

HR 662 - Total Rewards: Strategy and Plan Design

An overview of compensation and benefit issues with a focus on aligning compensation strategy with organizational strategy.

Credits 3

HR 665 - Responsible HR Leadership: The Regulatory Environment, Ethics, & Social Responsibility

This course prepares HR leaders to be knowledgeable about the regulatory environment in which their organization operates and the appropriate HR and organizational practices to ensure compliance with applicable regulations, with the ultimate HR objective being to foster a culture that embodies ethical and socially responsible leadership.

*This content has been designed to align with HR competencies identified by leading HR organizations, including the Association of Talent Development (ATD), HR Certification Institute (HRCI), Dr. David Ulrich, Bersin by Deloitte, the Association for Human Resource Development, and the Society for Human Resource Management (SHRM)

Credits 3

HR 666 - Legal Issues in Human Resources

An overview of major employment regulations with a focus on how HR professionals can effectively manage potentially litigious employment challenges.

Credits 3

HR 670 - HR Consulting

In this course, you will acquire and practice the skills needed to build partnerships with management and operate as an HR consultant within an organization. You will first plan and prepare for the consultative relationship with a pre-selected nonprofit organization. Then, you will work with teammates on a pre-determined consulting project (such as the development of an employee handbook, a mentoring program, a compensation analysis, etc.) In this process, you will learn about what causes client resistance and how to deal effectively with it and will be required to integrate your technical and theoretical HR knowledge into
the consultative process. An overview of the major differences between consulting in nonprofit and for-profit organization will be presented.

**Prerequisites** Completed 18 hours of course work

**Credits** 3

**HR 671 - Advanced HR Consulting**

In this advanced HR consulting course, students practice the skills needed to build partnerships with management and operate as solo HR consultants for an organization. That includes planning, preparing for the consultative relationship and working on their own on a pre-determined HR consulting project within specific deadlines. In this process, they will learn about and deal with client resistance and manage the consulting project. They will be required to integrate their technical and theoretical HR knowledge into the consultative process.

**Prerequisites** HR 670

**Credits** 3

**HR 675 - Leadership in Human Resources**

An overview of the strategic leadership role performed by human resource professionals.

**Credits** 3

**HR 678 - Guided Projects in E-Learning**

Developing on-line learning systems for educational institutions, business organizations, and government agencies.

**Prerequisites** PREQ: 611, 612, 616, 677 or permission of instructor.

**Credits** 3

**HR 693 - Selected Topics in Human Resources**

Selected Topics in Human Resources

**Prerequisites** PREQ: Permission of instructor.

**Credits** 3, R12

**HR 698 - Capstone Seminar in Human Resources**

This capstone course is designed to integrate learning from the other courses in the program and should be taken near degree completion. Readings and assignments focus on how students hope to apply their learning and impact their organizations and the HR profession.

**Prerequisites** Completion of 21 HR credit hours.

**Credits** 3
HR 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites PREQ: Must NOT be enrolled in a thesis program.

Credits 1, R10

IBUS 693 - Topics in International Business

Topics in International Business

Prerequisites PREQ: Permission of department head and director, M.B.A. Program.

Credits 3, R6

MGT 605 - Organizational Behavior and Analysis

Structural and behavioral aspects of organizations; factors determining form and effectiveness; applications of behavioral research in organizational planning and development.

Prerequisites M.B.A. 515 or equivalent.

Credits 3

MGT 607 - Strategic Management

Principles, issues, and practices involved in strategically managing both large and small contemporary organizations.

Prerequisites M.B.A. core courses must be completed prior to or during the term of enrollment.

Credits 3

MGT 608 - Human Resource Administration

Behavioral approach to acquisition, use and development of human resources in an organization; criteria for effective policies and practices.

Credits 3

MGT 609 - The Collective Bargaining Process

Labor management relations; role of government; contract negotiation and administration; grievance-arbitration and alternative dispute resolution.

Credits 3

MGT 610 - Leadership Practice and Development

Leadership as practiced in various settings in society; individual leadership development.

Credits 3
MGT 611 - Production and Operation Management

Processes, problems, and strategies related to the creation of products and services.

Prerequisites 606 or permission of instructor.

Credits 3

MGT 613 - Management of International Operations

Cultural, social, political, economic, and other environmental variables affecting international and multinational management systems and decision-making.

Credits 3

MGT 614 - Managerial Career Development

Practical considerations for developing managerial careers in large and small organizations from the viewpoint of the individual manager.

Prerequisites Admission to graduate study.

Credits 3

MGT 615 - Supply Chain Management

Introduction to the coordination and dynamics of flows of materials, services, capital, and information to satisfy customer demands within a global context.

Credits 3

MGT 682 - Research Project in Management

Research Project in Management

Prerequisites Detailed research project proposal must be prepared by the student and approved by the professor sponsoring the research, the department head, and the director of graduate programs in business.

Credits 3, R6

MGT 693 - Topics in Management

Topics in Management

Prerequisites Permission of department head.

Credits 3, R6
QA 606 - Quantitative Analysis for Business

Classical and Bayesian statistical analysis; decision theory; linear programming; transportation and assignment; network analysis, PERT, CPM, inventory analysis, queuing theory, and simulation.

**Prerequisites** M.B.A. 510 or equivalent.

**Credits** 3

MKT 601 - Marketing Management

Techniques of planning, market analysis, and strategic design; emphasis on integration of product, price, promotion, and distribution.

**Prerequisites** MBA 520 or equivalent.

**Credits** 3

MKT 602 - Marketing Research

The role of marketing research; methodology and technique; emphasis on generating information for solving marketing problems.

**Prerequisites** MGT 606.

**Credits** 3

MKT 603 - Consumer Behavior

Buyer behavior and marketing strategies; emphasis on research studies from the behavioral sciences.

**Credits** 3

MKT 604 - Marketing Communications

Relationship of demand stimulation to business management; analysis of cases emphasizing the management of advertising and promotional efforts in the total marketing concept.

**Prerequisites** 601.

**Credits** 3

MKT 682 - Research Project in Marketing

Research Project in Marketing

**Prerequisites** Detailed project proposal must be approved by department head and director of graduate programs in business.

**Credits** 3, R6
MKT 693 - Topics in Marketing

Topics in Marketing

Prerequisites Permission of department head and director of graduate programs in business.

Credits 3, R6

MBA 500 - Accounting and Finance for Management Analysis

Foundations of Accounting and finance for managerial decision making: lecture, readings, problems, cases.

Prerequisites Admission to MBA program or permission of MBA Director.

Credits 3

MBA 505 - Economics and Public Policy

Economic, social, and public policy affecting managerial decisions: lecture, readings, problems, cases.

Prerequisites PREQ: Admission to MBA program or permission of MBA Director.

Credits 3

MBA 510 - Statistical Analysis for Business

Foundations of statistics for managerial decision making; use of computerized simulations: lecture, readings, problems, cases.

Prerequisites Admission to MBA program or permission of MBA Director.

Credits 2

MBA 515 - Foundations of Management

Introduction to principles and practices of management; introduction to production process and behavior concepts related to management functions: lecture, readings, problems, cases.

Prerequisites Admission to MBA program or permission of MBA Director.

Credits 1

MBA 520 - Foundations of Marketing

Introduction to principles and practices of marketing related to management functions: lecture, readings, problems, cases.

Prerequisites Admission to MBA program or permission of MBA Director.

Credits 1
MBA 525 - Social, Political, and Legal Environment for Business

Social and ethical responsibility of business; legal concepts, legislation, and administrative decisions impacting business and management: lecture, readings, problems, cases.

Prerequisites Admission to MBA program or permission of MBA Director.

Credits 2

MBA 602 - Strategy and Marketing

Strategic and marketing planning, including environmental survey, competitive analysis, buyer behavior, and strategic marketing plans.

Prerequisites Admission to Graduate Business Program or permission of MBA Director.

Credits 3

MBA 606 - Managing Research and Development Activities

Managing the CRDO suite: technology management, innovation, uncertainty, real options, and integrating strategy and technology planning.

Prerequisites MBA 601, MBA 602, MBA 603, MBA 604

Credits 3

MBA 608 - Portfolio Management

Managing the CFO suite I: Business, trading, and investment construction; portfolio theory, risk analysis, and options theory.

Prerequisites MBA 601, MBA 602, MBA 603, MBA 604, MBA 606

Credits 3

MBA 611 - Financial Valuations

Managing the CEO Suite II: Valuing companies, projects, capital expenditures, and cash flows.

Prerequisites MBA 601, MBA 602, MBA 603, MBA 604 MBA 607, MBA 608

Credits 3

MBA 620 - Small Business Consulting

Consulting with business clients of the Small Business and Technology Development Center. Includes participation in graduate student competitions when available.

Prerequisites Permission of the MBA Director and the instructor.

Credits 3
MBA 621 - Leadership and Ethics

Introduction to leadership in modern organizations, including social responsibility, ethics, and teamwork.

**Prerequisites** Admission to MBA program or permission of MBA program director.

**Credits** 3

MBA 623 - Accounting: Understanding Performance & Informing Decisions

The study of how accounting information is used to both evaluate management and firm performance as well as provide valuable information to inform managerial decisions.

**Prerequisites** Admission to the MBA program or permission of the MBA director.

**Credits** 3

MBA 625 - Applied Business Economics

Apply theory to help frame challenges faced by individuals and firms. Articulate relationship between market structure and power, offer innovative solutions to market function challenges.

**Prerequisites** Admission to the MBA program or permission of the MBA director.

**Credits** 3

MBA 627 - Applied Business Statistics

Prepare for application of statistical models to data analysis, utilize statistical tools to provide relevant analysis, aiding decision making in various decision contexts.

**Prerequisites** Admission to the MBA program or permission of the MBA director.

**Corequisites** Regular assignments, analysis/application paper, examinations.

**Credits** 3

MBA 629 - Organizational Behavior

Examines the social and behavioral aspects of organizations. Applies theories of motivation, teamwork and other individual and group-level constructs to enhance personal and organizational performance.

**Prerequisites** Admission to the MBA program or permission of the MBA director.

**Credits** 3

MBA 631 - Human Resource Management

Managing human assets and liabilities, including employment, labor rules, dispute resolution, and employee benefits.

**Prerequisites** Admission to the MBA program or permission of the MBA program director.

**Credits** 3
MBA 633 - Legal and Regulatory Issues in Business

Managing the risk exposure of the organization as well as understanding mergers and acquisitions, trade, human assets and liabilities, international law and accountability.

Prerequisites Admission to the MBA program or permission of the MBA program director.

Credits 3

MBA 635 - Managing Value-Creating Business Operations

Processes, problems, and strategies related to the creation of products and services.

Prerequisites Admission to MBA program or permission of MBA program director.

Credits 3

MBA 637 - Financial Management and Valuation

Provides a framework for analyzing financial management and investment decisions. Develops practical tools for decision-making and valuation in a global and dynamic financial environment.

Prerequisites MBA 623 Account: Understanding Performance & Informing Decisions; MBA 625 Applied Business Economics; MBA 627 Applied Business Statistics

Credits 3

MBA 639 - Systems for Competitive Advantage

Managing IT strategy, emerging technologies, regulatory requirements and security. Finding innovative solutions to IT challenges.

Prerequisites Admission to the MBA program or permission of the MBA director.

Credits 3

MBA 641 - Marketing Management

Managing marketing strategy, product positioning, product, channels, communications, pricing strategies, and marketing research. Developing innovative strategies to respond in the international marketplace.

Prerequisites Admission to the MBA program or permission of the MBA program director.

Credits 3

MBA 643 - Integrative Strategic Management

Capstone course designed to bridge other elements of the entire program culminating with best practices to be an organizational leaders.

Prerequisites Completion of 24 or more hours of MBA core curriculum courses.

Credits 3
MBA 682 - Independent Study Project

Supervised, student initiated research project. One to three supervised contact hours with instructor, or more if needed.

Prerequisites Permissions of MBA program director.

Credits 1-3, R6

MBA 683 - MBA Internship

A full-time work situation providing in-depth experience in management practices. S/U grading.

Prerequisites Permission of the MBA Director.

Credits 3

MBA 693 - Special Topics in Business Administration

Special Topics in Business Administration.

Prerequisites Permission of department head and director of graduate programs in business.

Credits 1-3, R6

MBA 695 - MBA Seminar

Exposure to significant business issues in contemporary society from the perspective of influential practitioners and thought leaders. S/U grading.

Prerequisites Permission of the MBA Director.

Credits 3

MATH 500 - History of Mathematics

Development of mathematics from a historical perspective. Topics include elementary number theory, probability, algebra, geometry, trigonometry, calculus.

Credits 3

MATH 507 - Survey of Algebra

Topics from theory of equations, linear algebra, and modern algebra.

Credits 3

MATH 508 - Survey of Analysis

Review of differential and integral calculus; selected topics from advanced calculus to include the Riemann integral and the fundamental theorem.

Credits 3
MATH 511 - Foundations in Geometry

Axiomatic approach to the study and development of Euclidean and non-Euclidean geometry.

Credits 3

MATH 512 - Modern Geometry

Geometries, to include finite geometries; transformational geometry and convexity in Euclidean space.

Credits 3

MATH 514 - Introduction to Secondary Mathematics Teaching Methods

An examination of secondary mathematics curriculum and methods, strategies and techniques of using technology to support mathematics teaching and learning, including a research-focused project.

Prerequisites Admission to the 4+1 BSED or MAED.

Credits 3

MATH 522 - Real Analysis I

Sequences of real numbers, continuous functions, and differentiation.

Credits 3

MATH 523 - Real Analysis II

Differentiation, including L’Hospital’s rule and Taylor’s theorem; integration theory, other classical topics.

Credits 3

MATH 524 - Complex Variable Theory

The complex number system, limits, continuity, derivatives, transcendental, and multivalued functions, and integration.

Credits 3

MATH 530 - Mathematical Modeling

Topics including design of models, analysis of stability and sensitivity, optimization, programming, forecasting, differential equation models, diffusion, or wave propagation.

Credits 3
MATH 541 - Introduction to Numerical Analysis

Numerical techniques in root-finding, interpolation, differentiation and integration, ordinary differential equations, linear systems, and error analysis.

Prerequisites PREQ: CS 150 or CS 340 or equivalent.

Credits 3

MATH 550 - Linear Optimization

Formulation and solution of linear programming models; development of simplex method; duality theory; sensitivity analysis; software; and applications.

Credits 3

MATH 561 - Abstract Algebra II

Group theory through the homomorphism theorems; rings and fields through their homomorphism theorems.

Credits 3

MATH 562 - Linear Algebra II

Linear transformations; polynomials and determinant theories; canonical forms; inner product spaces.

Credits 3

MATH 570 - Statistical Theory II

Point and interval estimation, hypothesis testing, decision theory, likelihood ratio and sequential testing, correlation, and regression.

Prerequisites PREQ: 370 or equivalent.

Credits 3

MATH 571 - Problem Solving for Actuarial Exam P

Advanced problem solving by means of extensive review and practice. Preparing students for Exam P of the Society of Actuaries and the Casualty Actuarial Society.

Credits 3

MATH 589 - Cooperative Education in Mathematics

An elective in addition to existing program requirements. S/U grading.

Prerequisites PREQ: Minimum of 9 hours of mathematics at the 600 level with at least a B average, approval of department head, advisor, and cooperative education coordinator.

Credits 3, R6
MATH 593 - Topics in Mathematics

Topics in Mathematics

Prerequisites PREQ: Permission of instructor.

Credits 1-6, R6

MATH 601 - Modern Mathematics for Teachers I

Natural numbers, whole numbers, integers, rational and irrational numbers; for middle grades teachers.

Credits 3

MATH 602 - Modern Mathematics for Teachers II

Topics from probability and statistics to include permutations, combinations, and distribution.

Credits 3

MATH 603 - Modern Mathematics for Teachers III

Geometric concepts of proof, congruence, similarity, and geometric equalities and inequalities.

Credits 3

MATH 609 - Research in Mathematics Education (9-16)

Advanced methods and topics in 9-16 mathematics based on readings in mathematics education research.

Credits 3

MATH 610 - Teaching Mathematics with Technology

Organizing instruction for appropriate use of a variety of technologies for teaching mathematics.

Credits 3

MATH 622 - Introduction to Functional Analysis


Credits 3

MATH 623 - Advanced Analysis

Selected topics in analysis.

Prerequisites PREQ: 622.

Credits 3
MATH 624 - Complex Analysis

Holomorphic and elementary functions; power series, integration, and representation theorems; the calculus of residues.

Credits 3

MATH 632 - Methods of Applied Mathematics

Special functions; calculus of variations; integral equations.

Credits 3

MATH 634 - Partial Differential Equations and Boundary Value Problems

Classification, characteristics, eigenfunctions, Green’s function, maximum principle.

Credits 3

MATH 640 - Numerical Analysis

Numerical techniques in approximation theory, linear and nonlinear systems, and either differential equations or optimization. Convergence and stability issues will also be discussed.

Prerequisites PREQ: 541 or equivalent.

Credits 3

MATH 650 - Nonlinear Optimization

The course will explore the fundamentals of nonlinear optimization. Focus will be on theory, algorithms, and applications in unconstrained and constrained nonlinear optimization.

Credits 3

MATH 660 - Algebra

Theory of groups, rings, and fields.

Prerequisites PREQ: 561.

Credits 3

MATH 661 - Algebraic Coding Theory

Introduction to coding theory using algebraic techniques. Topics include group/linear codes: polynomial, Hamming, BCH, quadratic residue codes, and nonlinear codes such as Hadamard codes.

Credits 3
MATH 662 - Matrix Analysis

Vector spaces over arbitrary fields; matrices and linear systems; equivalence; vector spaces; linear transformations; eigenvalues and eigenvectors; canonical form.

Credits 3

MATH 670 - Nonparametric Statistics

Non-parametric tests; the rationale underlying the tests; examples of application of the tests in behavioral research; comparison of the tests with their parametric equivalents.

Credits 3

MATH 672 - Design of Experiments

The role and principles of design of experiments. Analysis of variance and design concepts. Blocked, Latin Squares, Factorial, Split-Plot, and Nested Design. Regressions models.

Credits 3

MATH 674 - Applied Linear Regression

Topics in multiple linear regression; estimation of model parameters, statistical inferences, diagnostics for model assumptions, methods to determine the best model, exposure to SAS.

Credits 3

MATH 679 - Master's Project Course

Non-thesis option only. Successful completion includes a presentation of the master’s project to the student’s advisory committee and acceptance of the paper by the committee. S/U grading.

Credits 1

MATH 693 - Topics in Mathematics

Topics in Mathematics

Prerequisites PREQ: Permission of instructor.

Credits 1-6, R6

MATH 694 - Topics in Mathematics Education

Prerequisites PREQ: Permission of instructor. S/U Grading.

Credits 1-6, R6
MATH 699 - Thesis

Thesis

Credits 3, R6

MATH 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites PREQ: Must NOT be enrolled in a thesis program.

Credits 1, R10

MATH 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites PREQ: Student must be enrolled in a thesis program.

Credits 2, R24

EDMG 510 - Middle School Curriculum and Instruction

Advanced development of programs, methods, and curriculum for the middle grades.

Credits 3

EDMG 515 - Advanced Language Arts Methods Grade 6-9

Teaching methods, materials and curriculum development in the language arts, grades 6-9, with the emphasis on fostering written and digital communication.

Prerequisites PREQ: Admission to the graduate school.

Credits 3

EDMG 516 - Science Methods Grades 6-9

Methods for teaching science in the grades 6-9.

Prerequisites PREQ: Admission to the graduate school.

Credits 3
EDMG 517 - Advanced Social Studies Methods Grades 6-9

Methods, materials, and strategies for teaching social studies in grades 6-9.

Prerequisites PREQ: Admission to graduate school.

Credits 3

EDMG 519 - Advanced Mathematics Methods Grades 6-9

The development of mathematical concepts: program, methods, and materials for grades 6-9.

Prerequisites Preq: Admission to the graduate school.

Credits 3

EDMG 520 - Responsive Assessment and Instruction

Provides middle grades teachers a broad base of knowledge to support their efforts to respond to the diverse instructional needs of students.

Prerequisites PREQ: EDMG 510.

Credits 3

EDMG 566 - Advanced Digital Literacy Methods Grade 6-9

The study and use of the forms of digital literacy in school and professional settings; emphasis on instructional applications, issues and trends.

Prerequisites PREQ: Admissions to the graduate school.

Credits 3

EDMG 587 - Internship Seminar

Internship Seminar.

Prerequisites PREQ: Admission to the graduate school.

Credits 3

EDMG 588 - Internship I for Middle Grades

Internship I course of 2 days per week in a middle grades classroom.

Credits 2, R4
EDMG 589 - Internship in Middle Grades

One semester of supervised full-time internship in a middle grades public classroom.

Prerequisites COREQ: EDMG 587.

Credits 6

EDMG 621 - Issues and Trends in Middle Grades Education

Explores principles and relationships and assesses current issues and trends in middle grades education.

Credits 2

EDMG 622 - Teaching–Learning Strategies for the Middle Grades

Presents theories, methods, grouping for middle grades; includes individualizing, units, instructional technique, and methods.

Credits 3

EDMG 623 - Teaching Writing in the Middle Grades

Assist teachers in developing writing workshops for middle grades students. Emphasis will be on learning about the recursive steps of the writing process.

Credits 3

EDMG 680 - Research in the Middle Grades: Proposal

Development of a research proposal for investigation of practices related to middle level education.

Prerequisites PREQ: 621 and 622.

Credits 2

EDMG 681 - Research for the Middle Grades: Project

Implementation of a study for the investigation of practices related to middle level education.

Prerequisites PREQ: 621, 622, and 680.

Credits 2

EDMG 682 - Trends and Issues in Middle Grades Education: The Professional Portfolio

Current issues in middle grades education to include the development of a professional portfolio.

Credits 2
EDMG 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites PREQ: Must NOT be enrolled in a thesis program.

Credits 1, R10

ELMG 580 - Independent Study

This course is for elementary and middle grades students.

Prerequisites PREQ: Permission of the department head.

Credits (3)

ELMG 680 - Independent Study

This course is available to elementary and middle grades students.

Prerequisites PREQ: Permission of the department head.

Credits (3)

MUS 503 - Marching Band Techniques

Marching Band Techniques

Credits (1, R4)

MUS 511 - Advanced Vocal Pedagogy

Advanced study of teaching methodology, physiology, and anatomy of voice. Emphasis on a variety of styles, techniques, research, technology, and practical teaching experiences.

Credits 3

MUS 512 - Teaching in the Private Studio

Practical, ethical and legal aspects of establishing a private music studio, including evaluation of appropriate pedagogical approaches and materials for individual instruction.

Credits 1

MUS 513 - Studies in Improvisation

Study of significant styles of improvisation through listening, analysis, and performance. Additional credit may be earned at an advanced level or in a different style.

Credits 1, R4
MUS 515 - Applied Concert Literature

A survey of major concert literature with an emphasis on stylistically appropriate performances.

Prerequisites PREQ: Approval of the instructor.

Credits 1, R4

MUS 520 - Studies in Music Literature

Historical and theoretical study of various forms of music literature. Only 3 hours may be counted as part of the graduate core curriculum.

Credits 3, R9

MUS 521 - Studies in Musical Analysis

Survey of one or more topics or analytical approaches with direct application of their terms and concepts to relevant musical repertoire.

Prerequisites PREQ: Successful completion of entrance exam in music theory or completed remediation.

Credits 3, R9

MUS 525 - Twentieth-Century Music

Historical and theoretical issues in twentieth-century music.

Credits 3

MUS 528 - Choral Conducting

Study and application of gesture communication and analysis to choral conducting.

Prerequisites PREQ: MAT students or permission of instructor.

Credits 2

MUS 529 - Instrumental Conducting

Application of techniques and analysis to instrumental conducting.

Prerequisites PREQ: MAT students or permission of instructor.

Credits 2

MUS 569 - Music in Motion Pictures

The study of music composed for motion pictures, including process and procedures, selected biographies, representative films, and a brief chronology.

Credits 3
MUS 592 - Orff-Schulwerk Level I

A study of basic Orff-Schulwerk techniques.

Credits 3

MUS 593 - Topics in Music

Issues in music performance, education, or the music business. Only 6 credit hours may be counted toward any graduate degree course requirements.

Credits 1-3, R12

MUS 597 - Seminar in Piano Pedagogy

2 Lab.

Credits 1, R4

MUS 598 - Seminar in Accompanying

2 Lab.

Credits 1, R4

MUS 601 - Writing About Music

Writing workshop focusing on styles and techniques appropriate to the discussion of music in various contexts. 2 Lab.

Credits 1

MUS 605 - Graduate Recital

Public performance. Date and repertoire must be approved by student’s advisory committee.

Prerequisites COREQ: 612.

Credits 1, R2

MUS 611 - Applied Minor

One half-hour lesson per week in minor performance area.

Credits 1, R4

MUS 612 - Applied Major

Two half-hour lessons per week in major performance area.

Credits 2, R8
MUS 613 - Applied Major

Three half-hour lessons per week in major performance area.

Credits 3, R9

MUS 614 - Applied Conducting

One half-hour lesson per week in choral or instrumental conducting.

Credits 1, R4

MUS 615 - Applied Composition

Two half-hour lessons per week in composition.

Credits 2, R8

MUS 621 - History of Musical Theory

The historical development of music theory as a language for scholarly discussion of music.

Credits 3

MUS 622 - Influences of Folk Traditions on Western Art Music

Historical and theoretical perspectives on the incorporation of “foreign” or “folk” influences into the Western art music tradition.

Credits 3

MUS 640 - Seminar in Music Pedagogy

Techniques and materials of teaching for voice and instruments. Only 3 semester hours may be applied toward major area requirements for the M.M. in music.

Credits 3, R6

MUS 641 - Pedagogy of Music Theory

Philosophies and methods of teaching basic music theory, focusing on tonal harmony and its application to student performance skills.

Credits 3

MUS 650 - Advanced Flute Repair

4 Lab.

Prerequisites PREQ: MUS 593, Special Topics: instrument repair; permission of the instructor.

Credits 2, R8
MUS 671 - Chorus

Study and performance of representative choral works; open to any graduate student regardless of degree program. Three hours of rehearsal per week. Different repertoire every semester.

Credits 1, R4

MUS 672 - Concert Choir

Audition required; public performances. Different repertoire every semester. Four hours of rehearsal per week.

Credits 1, R4

MUS 673 - Band

Performance of a wide variety of music in marching, symphonic, or concert band; open to any student meeting eligibility requirements. Different repertoire every semester. 3-6 hours of rehearsal per week.

Credits 1-2, R6

MUS 674 - Orchestra

Performance in an orchestral ensemble; open to any student meeting eligibility requirements. Different repertoire every semester. 3-6 hours of rehearsal per week.

Credits 1, R4

MUS 675 - Small Ensemble

Participation in any small ensemble to expand knowledge of literature and performance. Different repertoire every semester.

Credits 1, R6

MUS 677 - Capstone Project

Guided study of an original research or creative project, or lecture/recital.

Prerequisites PREQ: approval of student's graduate committee.

Credits 3

MUS 679 - Lecture/Recital

Requirements determined by the student’s advisory committee.

Credits 1, R2

MUS 680 - Independent Study

Independent Study

Credits 1, R6
MUS 689 - Internship in Secondary Education (Music)

Supervised clinical experience in a school setting.

**Prerequisites** Must be taken concurrently with EDCI 689 and EDCI 695.

**Credits** 3, 6 or 9, R12

MUS 693 - Orff-Schulwerk Level II

A study of intermediate-level Orff-Schulwerk techniques.

**Prerequisites** PREQ: 592.

**Credits** 3

MUS 694 - Orff-Schulwerk Level III

A study of advanced-level Orff-Schulwerk techniques.

**Prerequisites** PREQ: 693.

**Credits** 3

MUS 695 - Music Education Seminar

Music curriculum within the general education framework; current philosophies and trends.

**Credits** 3

MUS 699 - Thesis

Requirements determined by the student’s advisory committee. Only 3 semester hours may be counted toward degree requirements.

**Credits** 3

MUS 779 - Continuing Research—Non-Thesis Option

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**Prerequisites** PREQ: Must NOT be enrolled in a thesis program.

**Credits** 1, R10
MUS 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites PREQ: Student must be enrolled in a thesis program.

Credits 2, R24

NAS 552 - The Roots of Health Disparities in Native American Populations

Course discusses emergent models that associate chronic stress via historical and intergenerational trauma with chronic disease, particularly among Indigenous or colonized populations.

Prerequisites Graduate standing.

Credits 3

NAS 570 - Cherokee Culture and History

Course will provide a general introduction to Cherokee culture and history with an emphasis on relationship to health and policy.

Prerequisites Graduate standing.

Credits 3

NAS 571 - Indigenous and Western Psychologies

Epistemologies and world views of Southeastern Native peoples will be discussed in comparison with standard Western approaches of addressing behavioral health.

Prerequisites Graduate standing.

Credits 3

NAS 572 - Healing the Wounded Native Child

Course will increase students' understanding of culturally sensitive care and key elements involved in addressing behavioral health needs of Native child and adolescent populations.

Prerequisites Graduate standing.

Credits 3

NAS 574 - Issues in Indian Health

Historical and cultural context of disease in the Americas from 1500 AD to present, with focus on health of Indigenous Peoples of Southeast.

Prerequisites Graduate standing.

Credits 3
NAS 576 - American Indian Tobacco and Substance

Broad historic and contemporary survey of how tobacco and consciousness-altering substance usages are situated within the culture and daily lives of Southeastern Native peoples.

Prerequisites Graduate standing.

Credits 3

NRM 593 - Topics in NRM

Topics in NRM

Prerequisites PREQ: Permission of instructor.

Credits 1-4, R12

NSG 501 - Advanced Practice Nursing: Roles and Professional Issues

History, contemporary roles, and practice issues of advanced practice nursing.

Prerequisites PREQ: Admission (full or provisional) to the Nurse Educator, Family Nurse Practitioner or M.S.N. in Nursing Administration.

Credits 2

NSG 508 - Perspectives in International Nursing Leadership

A comprehensive exploration of global nursing issues within a travel study opportunity to collaboratively build leadership skills and establish learning partnerships.

Prerequisites PREQ: Permission of instructor.

Credits 3

NSG 510 - Theory for Advanced Practice Nursing

Critique and evaluation of nursing and other relevant theories from the social, organizational, and biological sciences.

Prerequisites PREQ: Admission (full or provisional) to the M.S.N. program or in Nursing Administration program.

Credits 2

NSG 511 - Research for Advanced Practice Nursing

Research design and methods and critique of research for application to practice.

Prerequisites PREQ: Admission (full or provisional) to the Nurse Educator, Family Nurse Practitioner or M.S.N. in Nursing Administration program.

Credits 3
NSG 516 - Economics and Organization of Health Care

Organization of health care in the U.S., financing health care, reimbursement, managed care, and health policy development and implementation.

**Prerequisites** PREQ: Admission (full or provisional) to the Nurse Educator, Family Nurse Practitioner, Nursing Administration, or M.S.N. program.

**Credits** 2

NSG 517 - Pathophysiology for the Advanced Practice Nurse

Pathophysiology at the cellular, tissue, and system levels.

**Prerequisites** PREQ: Admission (full or provisional) to the Nurse Educator, Family Nurse Practitioner or MSN in Nursing Administration program or permission of instructor.

**Credits** 3

NSG 521 - Primary Care in the 21st Century

This course will explore Primary Care health delivery and serve as a foundation for the RN Primary Care certificate program.

**Credits** 3

NSG 522 - Population Health

The course will explore the field of population health which includes health outcomes, patterns of health determinates, and policies and interventions that link the two.

**Credits** 3

NSG 523 - Role of the RN in Primary Care

This course explores the role of the RN in the Primary Care setting including triage, big data and panel management.

**Credits** 3

NSG 524 - Informatics in Primary Care

This course introduces students to the concepts and practices of health informatics, including new opportunities and emerging trends with a particular focus on primary care.

**Credits** 3

NSG 525 - Leadership and Educator in Primary Care

This course will provide an examination of the role of the RN as leader and educator in primary care.

**Credits** 3
NSG 526 - Safety and Quality in Primary Care

This course educates students to the concepts and practices of health care quality improvement and safety with a particular focus on primary care.

Credits 3

NSG 583 - Clinical Specialty for Nurse Educators

This course will focus on current theory, trends and issues in specific clinical practice area to prepare student to serve as nurse preceptor/educator.

Credits 2

NSG 602 - Advanced Physical Assessment and Diagnosis

Clinical evaluation and physical assessment for the nurse anesthetist.

Credits 1

NSG 603 - Advanced Physical Assessment and Clinical Diagnostics

Clinical diagnostic evaluation methods and advanced physical assessment techniques.

Credits 2

NSG 604 - Dying and Palliative Care

Analysis of psychological, social, and spiritual as they relate to dying and palliative care.

Credits 3

NSG 618 - Survey of Pharmacotherapeutics

Pharmacologic basis of drug management. Includes pharmacodynamics and pharmacokinetics of drug groups, dosage calculations, drug interactions and patient/client education. This course does not prepare students for prescriptive privileges.

Credits (3)

NSG 622 - Advanced Pharmacology

Pharmacokinetics and pharmacodynamics. Pharmacology and pharmacotherapeutics of drug groups, special populations, and patient/client considerations.

Prerequisites Admission to the M.S.N. program. PREREQ: NSG 517

Credits 3
NSG 623 - Advanced Health/Physical Assessment
Advanced health and physical assessment of all body systems, mental status exam, and documentation.

Prerequisites PREQ: Admission to the M.S.N. program or permission of instructor. 1 Lecture 2 Lab.

Credits 3

NSG 624 - Family Health Promotion in the Rural Community
Family and community health promotion concepts and processes and rural health issues.

Prerequisites PREQ: Admission to the M.S.N. program.

Credits 2

NSG 625 - Clinical Management I
Precepted clinical experience focused on application of content in NSG 623; complete and focused history-taking and physical assessment. S/U grading.

Prerequisites PREQ: Admission to the MSN program.

Credits 1

NSG 627 - Advanced Practice Nursing: Diagnostics and Procedures
Ambulatory care diagnostics and procedures for the advanced practice nurse.

Prerequisites PREQ: Admission to Nurse Educator, Family Nurse Practitioner or M.S.N. program or permission of instructor.

Credits 2

NSG 629 - Foundational Sciences for Nurse Anesthesia
Nurse Anesthesia course focused on biochemical and physical principles required for understanding anesthesia mechanisms, actions, equipment and theories as applied to nurse anesthesia practice.

Prerequisites PREQ: Permission of Instructor/Admission to Nurse Anesthesia Program

Credits 2

NSG 630 - Advanced Physiology for Nurse Anesthetists
Cardiovascular, respiratory, renal, neurological, hematological, and cellular physiology, with particular emphasis on how these systems relate to anesthesia management.

Prerequisites PREQ: Permission of instructor.

Credits 3
NSG 631 - Advanced Pathophysiology for Nurse Anesthetists I

Pathophysiologic disorders with emphasis on the surgical patient and implications for anesthesia management.

Prerequisites: PREQ: NSG 630

Credits: 3

NSG 632 - Advanced Pathophysiology for Nurse Anesthetists II

Pathophysiologic disorders with an emphasis on the surgical patient and implications for anesthesia management.

Prerequisites: PREQ: NSG 631

Credits: 3

NSG 640 - Basic Principles of Anesthesia

Basic principles of preoperative patient assessment, anesthesia planning, operating room preparation, interpretation of pertinent patient findings, and required documentation.

Prerequisites: PREQ: Permission of instructor.

Credits: 3

NSG 641 - Advanced Principles of Anesthesia I

Anesthetic principles associated with specific specialty procedures; management of identified patient groups and patients with special problems.

Prerequisites: PREQ: NSG 640

Credits: 2

NSG 642 - Advanced Principles of Anesthesia II

Anesthetic principles associated with specific specialty procedures; management of identified patient groups and patients with special problems.

Prerequisites: PREQ: NSG 641

Credits: 2

NSG 643 - Advanced Principles of Anesthesia III

Anesthetic principles associated with specific specialty procedures; management of identified patient groups and patients with special problems.

Prerequisites: PREQ: NSG 642

Credits: 2
NSG 644 - Health Care Systems Management in Nursing Administration

Management principles and applications to health care organizations.

**Prerequisites**
PREQ: Admission to the M.S.N. program.

**Credits** 3

NSG 645 - Cultural Competence in Nursing Leadership

Advanced knowledge of Culturally and Linguistically Appropriate Services (CLAS), cultural diversity and managing a diverse workforce.

**Prerequisites** PREQ: Admission to the M.S.N. program.

**Credits** 2

NSG 646 - Communication and Leadership in Nursing Administration

Exploration of nursing leadership. Students will analyze concepts of leadership and professional communication and apply leadership concepts in an administrative setting.

**Prerequisites** PREQ: Admission to the MSN program.

**Credits** 4

NSG 647 - Outcomes Measurement in Nursing Leadership

Knowledge and tools to evaluate programs, initiate quality improvement processes, enhance patient safety initiatives, and employ outcome criteria.

**Prerequisites** PREQ: Admission to the M.S. Nursing program.

**Credits** 2

NSG 648 - Nursing Leadership in Healthcare Organizations

Theories of organizations, the use of mission and philosophy statements, corporate culture and climate, the institutional environment and the role of the nurse administrator.

**Prerequisites** PREQ: Admission to the M.S. Nursing program.

**Credits** 3

NSG 649 - Financial Management in Nursing Leadership

Concepts of economics and financial management for nurse administrators.

**Prerequisites** PREQ: Admission to the M.S. Nursing program.

**Credits** 3
NSG 650 - Legal and Health Policy Aspects of Nursing Leadership

Policy and politics in healthcare, working with communities for change, and legal/regulatory aspects of healthcare management.

Prerequisites PREQ: Admission to the M.S. Nursing program.

Credits 2

NSG 651 - Teaching/Learning in Nursing Education

A thorough examination of teaching and learning theories and applications in nursing education.

Credits 3

NSG 652 - Curriculum Development

A thorough examination of nursing and education curricula history, development, implementation and future trends.

Credits 3

NSG 653 - Test and Measurement

Methods and theory of measurement and evaluation as applied in nursing education.

Credits 3

NSG 654 - Nursing Informatics

Essential applications of healthcare informatics; technologies, nomenclatures and classification systems, health care documentation and, electronic medical records.

Credits 3

NSG 655 - Ethics in Nursing Leadership

Ethical decisions in health care settings around such issues as: staff rights, professional integrity, confidentiality, healthcare team conflicts, resource utilization, and use of power/authority.

Prerequisites PREQ: Admission to the M.S. Nursing program

Credits 2

NSG 656 - Management of Human Resources in Nursing

Nurse administrator will develop critical knowledge and skills in staffing, staff development and staff management issues.

Prerequisites PREQ: Admission to the M.S.N. program.

Credits 2
NSG 660 - Psychosocial and Spiritual Issues in Chronic Illness

Analysis of psychological, social, and spiritual issues as they impact the lives of individuals affected by chronic illness.

Prerequisites PREQ: Permission of instructor.

Credits 3

NSG 661 - Advanced Anesthesia Pharmacology I

Drug mechanisms, pharmacologic effects, drug-receptor site interactions, structure activity relationships, therapeutic uses and adverse effects of agents used in the perioperative period.

Prerequisites PREQ: Permission of instructor.

Credits 3

NSG 662 - Advanced Anesthesia Pharmacology II

Drug mechanisms, pharmacologic effects, drug-receptor site interactions, structure activity relationships, therapeutic uses and adverse effects of agents used in the perioperative period.

Prerequisites PREQ: NSG 661

Credits 3

NSG 671 - Social and Behavioral Health Problems

Health promotion, assessment, diagnosis, and management of mental health, violence, abuse, addiction and dependency disorders and related nursing, social and systems theories across the lifespan.

Prerequisites Admission to the MSN program.

Credits 3

NSG 672 - Nurse Anesthesia Review

Review of the chemistry & physics, pathophysiology, pharmacology, physiology, and management principles associated with anesthesia care.

Prerequisites PREQ: Permission of instructor.

Credits 3

NSG 673 - Primary Care of Female Adolescents and Women's Health

Health promotion assessment, diagnosis and management of women's health across the lifespan.

Prerequisites PREQ: NSG 517, NSG 622, NSG 690, NSG 691. COREQ: 683.

Credits 3
NSG 674 - FNP III: Primary Care of Children and Adolescents

Health promotion, assessment, diagnosis, and management of common health problems of children and adolescents.

**Prerequisites** PREQ: 517, 622, 690 and 691. COREQ: 684.

**Credits** 3

NSG 675 - Primary Care of Adults

Health promotion, assessment, diagnosis, and clinical management of acute and chronic health problems of adults ages 18-65.

**Prerequisites** PREQ: NSG 517, NSG 690, NSG 691. COREQ: NSG 622 and NSG 685.

**Credits** 3

NSG 679 - Research Project


**Prerequisites** PREQ: Admission to the M.S.N. program, NSG 611 and permission of instructor.

**Credits** 2, R6

NSG 680 - Independent Study

Independent Study

**Prerequisites** PREQ: Permission of instructor, admission to graduate program.

**Credits** 1-3, R6

NSG 683 - FNP Clinical Management Women's Health Focus

Precepted clinical management of women's health across the lifespan. S/U grading.

**Prerequisites** PREQ: NSG 517, NSG 690, and 691. COREQ: 673.

**Credits** 2

NSG 684 - FNP Clinical Management: Pediatric Focus


**Prerequisites** PREQ: NSG 517, NSG 622, NSG 690 and NSG 691. COREQ: 674.

**Credits** 3
NSG 685 - FNP Clinical Management: Adult Focus


Prerequisites PREQ: NSG 517, NSG 690, and NSG 691. COREQ: NSG 675, NSG 622.

Credits 3

NSG 686 - FNP Clinical Management: Internship

Precepted clinical synthesis course integrating all of the previous concepts and content of the FNP program. S/U grading.

Prerequisites PREQ: NSG 517, NSG 622, NSG 690, 691, 671, 675, 685, 692 and 784.

Credits 3

NSG 687 - Practicum in Nursing Education

Guided practice in classroom and clinical instruction. (Requires 120 clock hours).

Credits 2

NSG 688 - Clinical Anesthesia Practicum I

A practicum in acute care settings and simulation labs with graduated, guided instruction in the management of patients receiving various types of anesthesia.

Prerequisites PREQ: Permission of instructor.

Credits 1-4, R11

NSG 689 - Clinical Anesthesia Practicum II

A practicum in acute care settings and simulation labs with graduated, guided instruction in the management of patients receiving various types of anesthesia.

Prerequisites PREQ: Permission of instructor.

Credits 1-4, R12

NSG 690 - Advanced Health/Physical Assessment and Diagnostics

Comprehensive advanced health and physical assessment and diagnostics for the advanced practice nurse.

Prerequisites PREQ: Admission to the M.S.N. program or permission of instructor. COREQ: NSG 517, NSG 691.

Credits 3
NSG 691 - FNP Applied Advanced Physical Assessment & Diagnostics

Application of advanced health and physical assessment skills with utilization and integration of diagnostics in simulated advanced practice environment.

Prerequisites PREQ: Admission to the MSN-FNP program. COREQ: NSG 690

Credits 3

NSG 692 - Primary Care of Geriatric Clients

Physiological and psychological changes of aging, health promotion, diagnosis and management of common and selected health problems in geriatric clients.

Prerequisites PREREQ: NSG 517, 622, 671, 673, 675, 683, 685, 690, 691.
COREQ: NSG 784.

Credits 3

NSG 693 - Topics in Nursing

Topics in Nursing

Prerequisites PREQ: Permission of instructor.

Credits 1-4, R12

NSG 694 - FNP Primary Care Seminar

History, role development and practice issues for the Family Nurse Practitioner.

Prerequisites PREREQ: NSG 517, NSG 622, NSG 690, NSG 691, NSG 671, NSG 675, NSG 685, NSG 692, NSG 784.

Credits 3

NSG 699 - Thesis


Prerequisites PREQ: Admission to the M.S.N. program, NSG 611 and permission of instructor.

Credits 1-3, R6

NSG 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites PREQ: Student must NOT be enrolled in a thesis program.

Credits 1, R10
NSG 783 - Practicum in Nursing Leadership

Guided practice in nursing leadership and administration.

**Prerequisites** PREREQ: Permission of instructor.

**Credits** 3 hours practicum - 180 contact hours

NSG 784 - FNP Clinical Management: Geriatric Focus

Precepted clinical management of geriatric clients for promotion of health, disease prevention, diagnosis and management of acute and chronic health problems in various clinical settings.

**Prerequisites** PREREQ: NSG 517, NSG 622, NSG 690, NSG 691, NSG 671, NSG 673, NSG 675, NSG 683, NSG 685. COREQ: NSG 692.

**Credits** 3

NSG 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

**Prerequisites** PREQ: Student must be enrolled in a thesis program.

**Credits** 2, R24

NSG 800 - Professional Aspects of Nurse Anesthesia Practice

This course presents a series of topics directly related to the professional discipline of nurse anesthesia including health and wellness, continuing education, business models, cultural awareness and diversity, ethical, legal, and policy issues.

**Credits** 3

NSG 801 - Essentials of Academic Writing

Graduate programs require extensive high-quality academic writing. Successful graduate students must be able to effectively express their thoughts and ideas in writing, and should develop the ability to evaluate their own and others writing for strengths and weaknesses. Graduate work should also feature exceptional attention to good mechanics and source documentation; failure in these areas weakens the written work.

This course offers an introduction to the art of academic discourse that will prepare students for graduate-level writing assignments, including research papers, theses, and DNP projects.

**Credits** 1

NSG 802 - Community Epidemiology

Principles and methods of epidemiology including models of health, illness and disease; modes of transmission; risk factors and chronic disease; and paradigms of health promotion and disease prevention.

**Credits** 3
NSG 803 - Medical Humanities

Most explorations of medicine and culture address certain "truths" or "themes" that are present in medicine. In this course we presume that medicine and/or health are constituted by a set of interrelated narratives that function as etiology and diagnosis-- as explanations of what medicine was, is, and should be. The purpose of this course is to examine some of these "themes" and/or "narratives" that are commonplace in medicine and use them as a way of understanding both the human experience within the complex healthcare system, and personal journeys through health, illness, and/or death.

Prerequisites None  Corequisites None

Credits 3

NSG 808 - Foundational Science for Nurse Anesthesia

Applied sciences course that introduces the basic principles of chemistry, physics and neuroscience and the integration of these principles into the practice of nurse anesthesia.

Prerequisites Admission to the nurse anesthesia program

Credits 2

NSG 810 - Advanced Physical Assessment and Diagnosis

Clinical evaluation, physical assessment and diagnosis for the nurse anesthetist.

Prerequisites Admission to the Nurse Anesthesia Program

Credits 3

NSG 814 - Foundations and Applications of Evidence-Based Practice

This course will overview models of Evidence Based Practice including theories and methods of translational research.

Credits 3

NSG 815 - Healthcare Program Evaluation and Quality

This is an evaluation research course in healthcare settings. Emphasis is on conceptual, methodological, organizational, political, and ethical considerations in evaluating programs.

Credits 3

NSG 816 - Global Health and Social Justice

An interdisciplinary human rights and social justice perspective of contemporary issues, problems and controversies that effect social, economic, political and environmental global health.

Credits 3
NSG 817 - Applied Biostatistics

This course emphasizes statistical literacy and develops critical statistical thinking. Students analyze data sets and communicate statistical results in a concise, cohesive and readable manner.

Credits 3

NSG 818 - Leadership and Project Planning

An introduction to advanced leadership theories to facilitate management of clinical projects.

Credits 3

NSG 822 - Health Care Policy and Ethics

The course examines healthcare policy development strategies including the analysis of variables impacting policy implementation (e.g. politics and ethics).

Credits 3

NSG 823 - Economic and Financial Aspects of Healthcare Systems

Study of financial and business factors related to health care delivery systems and advanced practice nursing.

Credits 3

NSG 826 - Leadership and Health Care Systems

Examine challenges, and political issues impacting leadership strategies for organizational design to promote communication, collaboration, conflict management, power sharing and innovation.

Credits 3

NSG 827 - Communication and Technology for Transforming Healthcare

Exploration of current theories and practices in information systems and health communication and development of innovative strategies for using emerging information and communication technologies in patient care and inter-professional collaboration.

Credits 3

NSG 830 - Advanced Physiology for Nurse Anesthetists

Cardiovascular, respiratory, renal, neurological, hematological, and cellular physiology, with particular emphasis on how these systems relate to anesthesia management.

Credits 3

NSG 831 - Advanced Pathophysiology for Nurse Anesthetists I

Pathophysiologic disorders with emphasis on the surgical patient and implications for safe anesthesia management.

Credits 3
NSG 832 - Advanced Pathophysiology for Nurse Anesthetists II
Pathophysiologic disorders with emphasis on the surgical patient and implications for safe anesthesia management.
Credits 3

NSG 840 - Basic Principles of Anesthesia
Basic principles of preoperative patient assessment, anesthesia planning, operating room preparation, interpretation of pertinent patient findings, and required documentation for safe anesthesia management.
Credits 3

NSG 841 - Advanced Principles of Anesthesia I
Anesthetic principles associated with specific specialty procedures; management of identified patient groups and patients with special problems.
Credits 3

NSG 842 - Advanced Principles of Anesthesia II
Anesthetic principles associated with specific specialty procedures; management of identified patient groups and patients with special problems.
Credits 3

NSG 843 - Advanced Principles of Anesthesia III
Anesthetic principles associated with specific specialty procedures and management of identified patient groups and patients with special problems.
Credits 3

NSG 861 - Advanced Anesthesia Pharmacology I
Pharmacologic effects, drug-receptor site interactions, structure activity relationships, therapeutic uses and adverse effects of agents used in the perioperative period.
Credits 4

NSG 862 - Advanced Anesthesia Pharmacology II
Drug mechanisms, pharmacologic effects, drug-receptor site interactions, structure activity relationships, therapeutic uses and adverse effects of agents used in the perioperative period.
Credits 3
NSG 880 - Independent Study

Independent study allows the student an opportunity to explore a program related topic independent of the standard curriculum and expand their knowledge on a special topic. The topic and content must be mutually agreed upon by the course instructor and student.

**Prerequisites** N/A  **Corequisites** N/A

**Credits** 1-3

NSG 883 - Clinical Residency and Project Development I

First of four courses resulting in a scholarly DNP project. Students negotiate learning objectives with the course instructor for the practicum. Requires 120 clinical hours.

**Credits** 2

NSG 884 - Clinical Residency and Project Development II

Course builds on Clinical Residency and Project Development I with a focus on project planning and translation of new knowledge into practice. Requires 120 clinical hours.

**Prerequisites** PREQ: NSG 883

**Credits** 2

NSG 885 - Clinical Residency and Project Development III

Course builds upon Clinical Residency and Project Development I and II. The student implements the clinical project in the practice setting. Requires 180 clinical hours.

**Prerequisites** PREQ: NSG 884. Approval of IRB to proceed with DNP project. Doctoral Candidacy.

**Credits** 3

NSG 886 - Clinical Residency and Project Development IV

Culmination of Clinical Residency and Project Development I, II, and III. Evaluates the outcomes and impacts of the project and disseminates the findings. Requires 120 clinical hours.

**Prerequisites** PREQ: NSG 885

**Credits** 2

NSG 887 - Advanced Clinical Practicum Elective

NSG 887 is an Advanced Clinical Practicum course elective designed to offer additional clinical opportunities to students who may require additional supervised DNP Clinical Hours towards degree completion.

**Prerequisites** Permission of Instructor

**Credits** 1-4 Variable
NSG 888 - Nurse Anesthesia Review

Review of the chemistry and physics, physiology, pathophysiology, pharmacology, and management principles associated with anesthesia care.

Credits 2

NSG 893 - Special Topics

Special Topics Course to be use when the program plans to offer a special topics course.

Prerequisites none Corequisites none

Credits 3

NSG 901 - Clinical Anesthesia Practicum I

Practicum in simulation laboratory, hospital, or outpatient surgical sites with graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Each practicum builds on previously developed skills progressing from basic operating room orientation to the administration of anesthesia for patients exhibiting complicated pathophysiology. Focus is on preparation, planning, and implementation of a safe anesthetic, and application of prior classroom learning. Specialty areas such as pediatrics, obstetrics, cardiac, thoracic, trauma, urologic, vascular, orthopedic, neurologic, geriatrics and regional anesthesia are incorporated. Human Patient Simulation modules will be used to reinforce clinical concepts. Health care team communication, collaboration, and education are stressed. A clinical coordinator at each clinical site will coordinate and monitor the student's progress. It is expected that students will continue clinical rotations through university designated break periods.

Credits 2

NSG 902 - Clinical Anesthesia Practicum/Seminar II

Practicum in simulation laboratory, hospital, or outpatient surgical sites with graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Each practicum builds on previously developed skills progressing from basic operating room orientation to the administration of anesthesia for patients exhibiting complicated pathophysiology. Focus is on preparation, planning, and implementation of a safe anesthetic, and application of prior classroom learning. Specialty areas such as pediatrics, obstetrics, cardiac, thoracic, trauma, urologic, vascular, orthopedic, neurologic, geriatrics and regional anesthesia are incorporated. Human Patient Simulation modules will be used to reinforce clinical concepts. Health care team communication, collaboration, and education are stressed. A clinical coordinator at each clinical site will coordinate and monitor the student's progress. It is expected that students will continue clinical rotations through university designated break periods.

Selected topics, journal articles and case reports are presented, critically analyzed and discussed by presenters and participants once a week at a clinical and literature review conference. Prerequisite: Each practicum must be taken in sequential order; permission of instructor.

Credits 2

NSG 903 - Clinical Anesthesia Practicum/Seminar III

Practicum in simulation laboratory, hospital, or outpatient surgical sites with graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Each practicum builds on previously developed skills progressing from basic operating room orientation to the administration of anesthesia for patients exhibiting complicated pathophysiology. Focus is on preparation, planning, and implementation of a safe anesthetic, and application of prior classroom learning. Specialty areas such as pediatrics, obstetrics, cardiac, thoracic, trauma, urologic, vascular, orthopedic, neurologic,
geriatrics and regional anesthesia are incorporated. Human Patient Simulation modules will be used to reinforce clinical concepts. Health care team communication, collaboration, and education are stressed. A clinical coordinator at each clinical site will coordinate and monitor the student's progress. It is expected that students will continue clinical rotations through university designated break periods.

Selected topics, journal articles and case reports are presented, critically analyzed and discussed by presenters and participants once a week at a clinical and literature review conference. Prerequisite: Each practicum must be taken in sequential order; permission of instructor.

Credits 3

**NSG 904 - Clinical Anesthesia Practicum/Seminar IV**

Practicum in simulation laboratory, hospital, or outpatient surgical sites with graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Each practicum builds on previously developed skills progressing from basic operating room orientation to the administration of anesthesia for patients exhibiting complicated pathophysiology. Focus is on preparation, planning, and implementation of a safe anesthetic, and application of prior classroom learning. Specialty areas such as pediatrics, obstetrics, cardiac, thoracic, trauma, urologic, vascular, orthopedic, neurologic, geriatrics and regional anesthesia are incorporated. Human Patient Simulation modules will be used to reinforce clinical concepts. Health care team communication, collaboration, and education are stressed. A clinical coordinator at each clinical site will coordinate and monitor the student's progress. It is expected that students will continue clinical rotations through university designated break periods.

Selected topics, journal articles and case reports are presented, critically analyzed and discussed by presenters and participants once a week at a clinical and literature review conference. Prerequisite: Each practicum must be taken in sequential order; permission of instructor.

Credits 4

**NSG 905 - Clinical Anesthesia Practicum/Seminar V**

Practicum in simulation laboratory, hospital, or outpatient surgical sites with graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Each practicum builds on previously developed skills progressing from basic operating room orientation to the administration of anesthesia for patients exhibiting complicated pathophysiology. Focus is on preparation, planning, and implementation of a safe anesthetic, and application of prior classroom learning. Specialty areas such as pediatrics, obstetrics, cardiac, thoracic, trauma, urologic, vascular, orthopedic, neurologic, geriatrics and regional anesthesia are incorporated. Human Patient Simulation modules will be used to reinforce clinical concepts. Health care team communication, collaboration, and education are stressed. A clinical coordinator at each clinical site will coordinate and monitor the student's progress. It is expected that students will continue clinical rotations through university designated break periods.

Selected topics, journal articles and case reports are presented, critically analyzed and discussed by presenters and participants once a week at a clinical and literature review conference. Prerequisite: Each practicum must be taken in sequential order; permission of instructor.

Credits 4

**NSG 906 - Clinical Anesthesia Practicum/Seminar VI**

Practicum in simulation laboratory, hospital, or outpatient surgical sites with graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Each practicum builds on previously developed skills progressing from basic operating room orientation to the administration of anesthesia for patients exhibiting complicated pathophysiology. Focus is on preparation, planning, and implementation of a safe anesthetic, and application of prior classroom learning. Specialty areas such as pediatrics, obstetrics, cardiac, thoracic, trauma, urologic, vascular, orthopedic, neurologic, geriatrics and regional anesthesia are incorporated. Human Patient Simulation modules will be used to reinforce clinical concepts. Health care team communication, collaboration, and education are stressed. A clinical coordinator at each clinical site
will coordinate and monitor the student's progress. It is expected that students will continue clinical rotations through university designated break periods. Selected topics, journal articles and case reports are presented, critically analyzed and discussed by presenters and participants once a week at a clinical and literature review conference. Prerequisite: Each practicum must be taken in sequential order; permission of instructor.

**Credits 4**

**NSG 907 - Clinical Anesthesia Practicum/Seminar VII**

Practicum in simulation laboratory, hospital, or outpatient surgical sites with graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Each practicum builds on previously developed skills progressing from basic operating room orientation to the administration of anesthesia for patients exhibiting complicated pathophysiology. Focus is on preparation, planning, and implementation of a safe anesthetic, and application of prior classroom learning. Specialty areas such as pediatrics, obstetrics, cardiac, thoracic, trauma, urologic, vascular, orthopedic, neurologic, geriatrics and regional anesthesia are incorporated. Human Patient Simulation modules will be used to reinforce clinical concepts. Health care team communication, collaboration, and education are stressed. A clinical coordinator at each clinical site will coordinate and monitor the student's progress. It is expected that students will continue clinical rotations through university designated break periods. Selected topics, journal articles and case reports are presented, critically analyzed and discussed by presenters and participants once a week at a clinical and literature review conference. Prerequisite: Each practicum must be taken in sequential order; permission of instructor.

**Credits 4**

**NSG 991 - DNP Project Development I**

The first offering of a five course series that results in a scholarly DNP project. Students negotiate learning objectives with the course instructor for the practicum.

**Credits 1**

**NSG 992 - DNP Project Development II**

This course builds on DNP Project Development I with a focus on project planning and translation of new knowledge into practice.

**Credits 1**

**NSG 993 - DNP Project Development III**

This course builds upon knowledge gained in DNP Project Development I and II. The student implements the clinical project in the practice setting.

**Credits 1**
NSG 994 - DNP Project Development IV

This course builds upon knowledge gained in DNP Project Development I, II, and III. The student implements the clinical project in the practice setting.

**Prerequisites** NSG 853

**Credits** 2

NSG 995 - DNP Project Development V

Culmination of Clinical Residency and Project Development I, II, III and IV. The DNP student evaluates the outcomes and impact of the project and disseminates the findings.

**Credits** 1

ND 533 - Research Methods in Nutrition

Standard procedures for nutrient analysis, including proximate analysis of foods; introductory experimental design and methodology. 2 Lecture 4 Lab.

**Prerequisites** PREQ: MATH 170 or PSY 251. COREQ: 436 or 536.

**Credits** 3

ND 541 - Nutritional Biochemistry

Normal nutrition in relation to biochemical and physiological functioning of macronutrients and their interrelationships.

**Prerequisites** PREQ: ND 334, BIOL 293, and CHEM 133 or equivalent or permission of instructor.

**Credits** 3

ND 542 - Nutritional Biochemistry II

Normal nutrition in relation to biochemical and physiological functioning; interrelationships of nutrients with emphasis on vitamin and mineral pathways.

**Prerequisites** PREQ: ND 541 or permission of instructor.

**Credits** 3

ND 551 - Medical Nutrition Therapy I

Mechanisms by which diet contributes to maintenance of health, prevention and treatment of diseases of the GI tract, liver disease, and cardiovascular disease.

**Prerequisites** PREQ: 334, BIOL 293 and Chem 133 or permission of instructor.

**Credits** 3
ND 552 - Medical Nutrition Therapy II

Mechanisms by which diet contributes to maintenance of health, prevention and treatment of diabetes, renal disease, cancer, and pulmonary diseases.

**Prerequisites** PREQ: 451 or 551

**Credits** 3

ND 610 - Geriatric Nutrition

Social, cultural, physiological and psychological factors which affect nutritional status of the older adult and strategies for health promotion and disease prevention.

**Credits** 3

ND 630 - Nutrition Throughout the Life Cycle

Relationship of good nutrition to well-being and needs at all ages; methods of appraising nutritional status.

**Prerequisites** PREQ: Permission of the instructor.

**Credits** 3

ND 633 - Public Health Nutrition

Provide an understanding of the role nutrition plays in improving the quality of life with emphasis placed on relationships between research and nutrition recommendations.

**Prerequisites** Permission of instructor.

**Credits** 3

ND 635 - Nutrition Education

Contemporary educational strategies of communicating nutrition concepts for public health nutritionists, dietary consultants, secondary teachers, extension specialists, journalists, medical personnel, and other professionals.

**Prerequisites** PREQ: Permission of the instructor.

**Credits** 3

ND 636 - Protein, Carbohydrates, and Lipids

Ingestion, digestion, absorption, and metabolism of protein, carbohydrates, and lipids.

**Prerequisites** PREQ: Permission of the instructor.

**Credits** 3
ND 637 - Advanced Medical Nutrition Therapy

Physiological and metabolic basis for dietary modification in the treatment of disease.

Prerequisites PREQ: Permission of the instructor.

Credits 3

ND 639 - Vitamins and Minerals

Digestion, absorption, and metabolism of vitamins and minerals.

Prerequisites PREQ: Permission of the instructor.

Credits 3

ND 640 - Advanced Nutrition in Athletics

Students will learn to integrate advanced concepts of nutrition, energy metabolism and exercise physiology to understand nutritional requirements for elite and recreational athletes.

Prerequisites PREQ: Permission of the instructor.

Credits 2

ND 671 - Orientation to Clinical Nutrition

Expansion of knowledge: skills through a variety of instructional methods that contribute to the acquisition of required competencies and professional attributes for clinical nutrition practice.

Prerequisites PREREQ: ND 680 Concepts & Methods of Dietetic Practice
COREQ: ND 681 Clinical Nutrition Practicum

Credits 1

ND 672 - Orientation to Administrative Dietetics

Expansion of knowledge: skills through a variety of instructional methods that contribute to the acquisition of required competencies and professional attributes for administrative dietetic practice.

Prerequisites PREREQ: ND 680 Concepts & Methods of Dietetic Practice
COREQ: ND 682

Credits 1

ND 673 - Orientation to Community Nutrition

Expansion of knowledge: skills through a variety of instructional methods that contribute to the acquisition of required competencies and professional attributes for community nutrition practice.

Prerequisites PREREQ: ND 680 Concepts & Methods of Dietetic Practice
COREQ: ND 683 Community Nutrition Practicum

Credits 1

ND 680 - Concepts & Methods of Dietetic Practice

Dietetic interns will build upon foundational knowledge, skills and core competencies in preparation for supervised practice practicums.

Prerequisites Admission to WCU Dietetic Internship

Credits 3

ND 681 - Practicum in Clinical Dietetics

Supervised on-site experience in clinical dietetics.

Prerequisites PREQ: Admission to Dietetic Internship Program.

Credits 6

ND 682 - Practicum in Administrative Dietetics

Supervised on-site experiences in administrative dietetics.

Prerequisites PREQ: Admission to Dietetic Internship Program.

Credits 3

ND 683 - Practicum in Community Dietetics

Supervised on-site experiences in community dietetics.

Prerequisites PREQ: Admission to Dietetic Internship Program.

Credits 3

ND 693 - Topics in Nutrition and Food Science

Topics in Nutrition and Food Science

Prerequisites PREQ: 231 and 330 or permission of instructor.

Credits 1-3, R9

ND 695 - Advanced Nutrition Seminar

Graduate student presentations on current research topics in nutrition and related fields. Designed to foster development of critical thinking skills and effective scientific presentation skills.

Prerequisites PREQ: Permission of the instructor.

Credits 1, R2
PRM 580 - Independent Study

Independent Study

Credits 1-3, R6

PRM 593 - Topics in Parks and Recreation Management

Topics in Parks and Recreation Management

Prerequisites PREQ: Permission of program coordinator.

Credits 1-3, R6

PAR 593 - Topics in Philosophy and Religion

Topics in Philosophy and Religion

Prerequisites PREQ: Permission of department head.

Credits 1-3, R6

HPE 583 - Physical Education Advanced Internship

A full-time internship in physical education.

Prerequisites COREQ: 596. Field experience.

Credits 9

HPE 596 - Seminar in Physical Education

Theory related to practice.

Prerequisites COREQ: HPE 583.

Credits 3

HPE 605 - K-12 Public School Health Curriculum

Advanced study of curriculum issues related to teaching health in the public school environment. Completion of curriculum development project required.

Credits 3

HPE 610 - Advanced Content & Strategies for School Health Intervention

Advanced study of content and intervention strategies related to teaching health in the public school environment.

Credits 3
HPE 615 - Legal Issues in Human Performance

Development of a risk management approach to prevent lawsuits in sport settings; comprehensive study of written and case laws and their effect on physical education and sports; introduction to contract law.

Credits 3

HPE 621 - Research in Health and Human Performance

Research competencies relating to health, physical education, recreation, and dance.

Prerequisites PREQ: EDRS 602.

Credits 3

HPE 625 - Motor Learning

Theories and research concerning perceptual modalities in motor skill acquisition; physiological/psychological interaction in perceptual motor learning; relation of feedback, practice, and transfer to motor performance.

Credits 3

HPE 630 - Physical Education Curriculum

History, philosophies, aims, and objectives of physical education curriculum.

Credits 3

HPE 635 - Lifespan Motor Development

Theories, principles, and review of research on the biological, psychological, cognitive, and social changes across the lifespan that influence motor development.

Credits 3

HPE 650 - Applied Physiology

Physiological adaptations resulting from different levels of performance.

Credits 3

HPE 655 - Methods and Analysis in Physical Education and Sport Instruction

Advanced methods in physical education and sport instruction and the use of observation instruments designed to enhance pedagogical skills.

Credits 3
HPE 665 - Exercise Testing and Prescription

Testing and training in fitness-based programs.

**Credits 3**

HPE 676 - Research Techniques in Exercise Physiology

Techniques used for acute and chronic physical activity in humans and animal models. Procedures, ethical considerations, and institutional requirements will be covered. 2 Lecture 2 Lab.

**Prerequisites** PREQ: Introductory courses in physiology and biochemistry.

**Credits 3**

HPE 694 - Special Problems

Topics in physical education, athletics, recreation, dance, and related areas.

**Credits 1-3, R9**

HPE 696 - Seminar/Practicum in Health & Physical Education

Capstone course of issues in health and physical education. An appropriate practical experience for the graduate student.

**Credits 3**

PE 520 - Leadership and Administration of Outdoor Pursuits

Implementation of outdoor pursuits programs. Includes planning and leadership components, outdoor adventure based administrative techniques, and risk management.

**Credits 3**

PE 640 - Administration of Physical Education

Organization and administration of the physical education programs in the school.

**Credits 3**

PE 675 - Issues in Intramurals and Athletics

Examination of issues in intramurals and athletics.

**Credits 3**

PE 699 - Thesis

**Prerequisites** PREQ: EDCI 606 and PE 621 or permission of instructor.

**Credits 3, R6**
PE 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites PREQ: Must NOT be enrolled in a thesis program.

Credits 1, R10

PE 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites PREQ: Student must be enrolled in a thesis program.

Credits 2, R24

PT 665 - Physical Care and Management of Students with Severe/Profound Disabilities

Overview of the physical care and management of students with severe/profound difficulties for interdisciplinary team members in the educational environment. Twenty-two and a half hours per week for two weeks.

Credits 3

PT 680 - Directed Independent Study

Independent study in interdisciplinary or discipline specific issues and/or clinical practice with goals, methods, and expected outcomes negotiated in advance with an individual faculty member. S/U grading.

Prerequisites PREQ: Approval of the PT faculty.

Credits 1-3, R3

PT 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites PREQ: Must NOT be enrolled in a thesis program.

Credits 1, R10

PT 811 - Physical Therapy Science I

Patient care skills: documentation, education, communication, joint range of motion, body mechanics, manual muscle testing, positioning, transfers, assisted gait, wheelchairs, basic exercise, and infection control.

Prerequisites PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 3 SH
PT 812 - Physical Therapy Science II

Principles of therapeutic exercise and application to various disorders; lower extremity goniometry and manual muscle testing; physical therapy management of cardiovascular/pulmonary conditions.

Prerequisites PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 4 SH

PT 813 - PT Science III

Comprehensive study of physical agents and electrotherapeutic applications as applied to physical therapy management of various conditions; overview of physical therapy services in acute care environment.

Prerequisites Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 2

PT 814 - Physical Therapy Science IV

Comprehensive study of conditions commonly requiring physical therapy management including wound care, amputated limbs, rheumatology, women's health, and urinary incontinence.

Prerequisites PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 3 SH

PT 815 - Medical Screening, Diagnostics, and Pharmacology I

Introductory principles of medical screening, pharmacology, and diagnostic imaging as applied to physical therapy practice.

Credits 2

PT 816 - Medical Screening, Diagnostics, and Pharmacology II

Advanced principals of medical screening, pharmacology and diagnostic imaging as applied to physical therapy practice.

Prerequisites PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 1

PT 821 - Human Anatomy I

Advanced study of the upper body to include the musculoskeletal, cardiopulmonary, integumentary, nervous, and circulatory systems as well as abdominal structures.
Prerequisites: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 3 SH

PT 822 - Human Anatomy II

Advanced study of the lower body to include the musculoskeletal, integumentary, nervous, and circulatory systems.

Prerequisites: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 2 SH

PT 823 - Clinical Biomechanics I

Clinical biomechanics of the head, spine, shoulder joint complex, elbow joint complex and the joints of the wrist and hand.

Prerequisites: Admission to the Physical Therapy Program and successful completion of all prior major coursework in the lockstep curriculum.

Credits 4 (3 lecture 2 lab)

PT 824 - Clinical Biomechanics II

Clinical biomechanics of the lumbopelvic region, hip joint, knee joint and the foot and ankle joints.

Prerequisites: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 4 SH

PT 825 - Clinical Biomechanics III

Clinical biomechanics of normal and pathological human gait.

Prerequisites: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 3 SH

PT 826 - Cardiovascular and Pulmonary Physical Therapy

Integration of knowledge from medical and physical therapy sciences to perform physical therapy examination, evaluation and intervention for patients with cardiovascular and/or pulmonary dysfunction.

Prerequisites: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

(2 lecture/2 lab)

Credits 3
PT 827 - Pediatric Physical Therapy I

Foundations of pediatric physical therapy in family-centered model; focus on normal/abnormal development; assessment and standardized testing; practice in educational environments; and intervention for cardiovascular/pulmonary disorders.

Prerequisites PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 2 SH

PT 831 - Exercise Physiology

Study of the structure, function, and adaptability of the neuromuscular, cardiopulmonary, and endocrine systems as they pertain to muscle function.

Prerequisites PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 3 SH

PT 832 - Human Pathophysiology

Pathophysiology of the human body at the cellular, tissue and system levels.

Prerequisites PREQ: Admission to the physical therapy program and successful completion of all prior coursework in the lockstep curriculum.

Credits 3 SH

PT 835 - Administration & Management of Physical Therapy Practice

Study of administration and management of physical therapy practice in various settings. Healthcare system; organizational structure; facility, fiscal, and human resource management; legal aspects.

Prerequisites PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 3 SH

PT 841 - Research Methods and Statistics I

Introduction to disciplined inquiry in physical therapy. Emphasis on critical appraisal of health care literature and clinical design.

Prerequisites PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 2

PT 842 - Research Methods and Statistics II

Intermediate level of discipline inquiry in physical therapy. Emphasis on critical appraisal of healthcare literature and clinical research design.
**Prerequisites** PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

**Credits 2 SH**

**PT 843 - Research Methods and Statistics III**

Advanced disciplined inquiry in physical therapy. Emphasis on critical appraisal of the health care literature and clinical research design.

**Prerequisites** PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

**Credits 2 SH**

**PT 844 - Research Methods and Statistics IV**

Advanced disciplined inquiry in physical therapy. Emphasis on critical appraisal of the health care literature and clinical research design.

**Prerequisites** PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

**Credits 2 SH**

**PT 861 - Motor Behavior**

Comprehensive study of theories, principles, and research concerning motor development, learning, and control in general and special populations; emphasis on intervention for clients across lifespan.

**Prerequisites** PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

**Credits 2 SH**

**PT 883 - Clinical Practicum I**

Assignment to a clinical setting with supervision by a designated licensed physical therapist to gain practical experience with health-care delivery systems and physical therapy practice. S/U grading with IP.

**Prerequisites** PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

**Credits 3 SH**

**PT 884 - Clinical Practicum II**

Assignment to a clinical setting with supervision by a designated licensed physical therapist to gain practical experience with health-care delivery systems and physical therapy practice. S/U grading with IP. (6 weeks)
Prerequisites  PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 3 SH

PT 895 - Professional Practice I

Investigation and discussion of issues impacting physical therapy practice; definition of profession; organization and impact of APTA; professional behaviors; portfolio development. Seminar.

Prerequisites  PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 2 SH

PT 896 - Professional Practice II

Investigation and discussion of issues impacting physical therapy practice; psychosocial aspects of disability; effective interaction with patients/caregivers; intervention by healthcare team; portfolio development. Seminar.

Prerequisites  PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 1 SH

PT 899 - Doctoral Project

Integration of physical therapy knowledge and skills focused on specific area of disciplines inquiry or service; goals and methods determined with faculty advisor. Directed study. S/U grading.

Prerequisites  PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 2 (R4)

PT 920 - Capstone Course

Comprehensive case study presentation; curriculum and program assessment; graduate performance assessment; professional portfolio completion/submission; and continuing education. S/U grading.

Prerequisites  PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 1 SH

PT 921 - Neuroanatomy

In-depth study of the human nervous systems with emphasis on structure and function.

Prerequisites  PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 2 SH
PT 922 - Neuroscience

Application of neuroanatomy and physiology to neuropathology and comprehensive clinical cases. Emphasis on neural basis of movement and motor control.

Prerequisites PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 2 SH

PT 923 - Neuromuscular Physical Therapy I

Physical therapy management for persons with neuromuscular disorders. Lecture and laboratory focus on stroke, balance dysfunction, selected neuromuscular diseases, rehabilitation models, and contemporary research application.

Prerequisites PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 4 SH

PT 924 - Neuromuscular Physical Therapy II

Physical therapy management for persons with neuromuscular disorders. Lecture and laboratory focus on brain and spinal cord injury, selected neuromuscular diseases, and contemporary research application.

Prerequisites PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 3 SH

PT 927 - Pediatric Physical Therapy II

Management of infants and children with musculoskeletal and neuromuscular disorders; emphasis on neuropathology, examination, evaluation, physical therapy diagnosis, prognosis and intervention.

Prerequisites PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 3 SH

PT 930 - Health Promotion & Wellness I

Theoretical foundation for health promotion, disease prevention, and maintenance of function across the lifespan. Emphasis on application of health promotion concepts to physical therapy practice.

Prerequisites PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 2
PT 931 - Health Promotion and Wellness II

Implementation and assessment of a community-based health promotion project.

Prerequisites PREREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 1

PT 945 - Physical Therapy for Older Adults

Discussion of medical, social, and behavioral issues related to care of adults. Emphasis on the chronic and complex needs unique to aging.

Prerequisites PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 2 SH

PT 951 - Musculoskeletal Physical Therapy I

Integration of knowledge from the physical therapy sciences to perform physical therapy assessment and intervention for clients with musculoskeletal dysfunction of the extremities.

Prerequisites PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 4 SH

PT 952 - Musculoskeletal Physical Therapy II (Spine)

Integration of knowledge from the physical therapy sciences to perform physical therapy assessment and intervention for clients with musculoskeletal dysfunction of the spine.

Prerequisites PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 4 SH

PT 954 - Clinical Reasoning

Advanced clinical decision making in complex case studies; medical screening/referral; physical therapy examination, evaluation, diagnosis, prognosis and intervention; patient/family circumstances and resources.

Prerequisites PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 3 SH

PT 983 - Clinical Practicum III

Assignment to a clinical setting with supervision by a designated licensed physical therapist to gain practical experience with healthcare delivery systems and physical therapy practice. S/U grading. (10 weeks)
Prerequisites PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 5 SH

PT 984 - Clinical Practicum IV

Assignment to a clinical setting with supervision by a designated licensed physical therapist to gain practical experience with healthcare delivery systems and physical therapy practice. S/U grading.

Prerequisites PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 6

PT 997 - Professional Practice III

Investigation and discussion of issues impacting physical therapy practice; professional ethics; moral reasoning; portfolio development. Seminar.

Prerequisites PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 2 SH

PT 998 - Professional Practice IV

Investigation and discussion of issues impacting physical therapy practice; effective interaction with clients and their caregivers; emphasis on competency with diverse populations; portfolio development.

Prerequisites PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits 1 SH

PHYS 601 - Topics in Physics Education I

Topics for the secondary teacher, including mechanics, electricity and magnetism, and modern physics; curricular projects.

Prerequisites PREQ: High school physics teaching experience or permission of department head.

Credits 3

PHYS 602 - Topics in Physics Education II

Topics for the secondary teacher, including mechanics, electricity and magnetism, and modern physics; curricular projects.

Prerequisites PREQ: High school physics teaching experience or permission of department head.

Credits 3
PSC 507 - Political Parties, Campaigns, and Elections

The role of political parties in campaigns and elections; how strategy, context, the media, and interest groups affect who runs for and wins elections; voter decision-making.

Credits 3

PSC 508 - Southern Politics

An analysis of Southern Politics that focuses on the region’s unique political history, its transformation during the twentieth century and its importance in national politics.

Credits 3

PSC 536 - Dynamics of World Order

Alternative approaches to meeting social and political needs in a changing global environment; conditions and practices of interdependence.

Credits 3

PSC 580 - Readings in Political Science

Readings in Political Science

Prerequisites PREQ: Department approval.

Credits 3

PSC 593 - Contemporary Political Systems

Problems in the structure and functions of selected political systems reflected against their political cultures.

Credits 3, R6

PSC 595 - Seminar: American Political System

Current issues in American government and politics.

Credits 3

PSC 669 - Legal Issues in Public Affairs

Legal Issues in Public Affairs

Credits (3)
PSC 693 - Topics in Political Science

Topics in Political Science

Prerequisites PREQ: Permission of department head.

Credits 1-6, R9

PM 500 - Tools for Financial Management

Introduction to selected tools and topics from the fields of Accounting and finance which support the activities of the project manager.

Prerequisites Admission to the M.P.M. program.

Credits 2

PM 505 - Introductory Statistics and Microeconomics

A review of appropriate statistical concepts and microeconomic principles for the project manager.

Prerequisites Admission to the M.P.M. program.

Credits 2

PM 515 - Legal and Ethical Issues

Introduction to selected topics from law and ethics that support the activities of the project manager.

Prerequisites Admission to the M.P.M. program.

Credits 2

PM 650 - Fundamentals of Project Management

An overview of the project management discipline, project phases, and knowledge areas; the strategic context of projects. Introduction to project management tools and techniques.

Credits 6

PM 652 - Project Selection and Initiation

Strategic context for selection. Issues involved in project initiation. Selection of appropriate contracts for managing identical risks; principles of negotiations for procurement and contracting.

Prerequisites 650.

Credits 6

PM 654 - Project Planning

Preparation of a team project plan by defining the WBS, interdependencies, allocating resources, estimating costs; planning risk, quality and integrated change control and Critical Chain.
Prerequisites 650.

Credits 6

PM 656 - Project Plan and Implementation

Project baseline and approval of the master plan. Legal aspects of planning. Introduction to project control systems; earned value, change management, quality management and control.

Prerequisites 650.

Credits 6

PM 658 - Project Execution and Closeout

Interpersonal and group skills for project execution. Leadership and management roles and project team development. Project audit and quality assurance. Project closeout and lesson learned.

Prerequisites 650.

Credits 6

PM 660 - Advanced Project Management Practices

Design, development and the role of the Project Management; portfolio management and project management maturity. Scholarly pursuit of research on advanced topics of PM.

Prerequisites PM 650, PM 652, PM 654, PM 656 and PM 658.

Credits 6

PMC 610 - Project Planning and Estimating

Project initiation, chartering, planning, and estimating.

Credits 3

PMC 620 - Project Scheduling, Monitoring, and Risk

Project schedule development, progress monitoring, and risk management.

Prerequisites PMC 610

Credits 3

PMC 630 - Management Skills for Project Teams

Project team issues, motivation, and developing power and influence.

Credits 3
PMC 640 - Managing Procurement & the Project Environment

Procurement, project prioritization, portfolio management, and the Project Management Office.

**Prerequisites** PMC 630

**Credits** 3

PSY 526 - Death and Dying

Psychological foundations and correlates of death anxiety and grief; cross-cultural perspectives; death education and stages in children’s awareness; methods of coping with grief and fears.

**Prerequisites** PREQ: permission of instructor.

**Credits** 3

PSY 530 - Personality

Assumptions, constructs, and theories of personality; related empirical findings.

**Prerequisites** PREQ: permission of instructor.

**Credits** 3

PSY 540 - Biological Psychology

Physiological, genetic, and evolutionary bases of behavior.

**Prerequisites** PREQ: permission of instructor.

**Credits** 3

PSY 541 - Health Psychology

Psychological foundations of health and illness; exploration of the impact of thoughts, emotions, and behavior on the development, treatment, and prevention of illness, and the maintenance of health.

**Prerequisites** PREQ: permission of instructor.

**Credits** 3

PSY 544 - Cognitive Psychology

Theories and principles of human information processing: language production and comprehension, basic processes in memory and cognition.

**Prerequisites** PREQ: permission of instructor.

**Credits** 3
PSY 548 - Human Neuropsychology

Survey of the basic theories of neuropsychology, emphasizing both cognitive and clinical research. The course will focus on the influence of the human brain on normal and abnormal behavior.

**Prerequisites** PREQ: permission of instructor.

**Credits** 3

PSY 552 - Software Methods for Research and Data Analysis

Introduction to the development of software applications that store, manipulate, and analyze data, and automate the execution of various psychological research designs.

**Credits** 3

PSY 555 - History of Psychology

Psychology as a scientific endeavor, from early approaches to contemporary schools and trends.

**Prerequisites** PREQ: permission of instructor.

**Credits** 3

PSY 570 - Abnormal Psychology

Theories of psychopathology; etiology, dynamics, symptomatology, diagnosis, and treatment.

**Prerequisites** PREQ: permission of instructor.

**Credits** 3

PSY 574 - Child Psychopathology

Etiology, characteristics, assessment, and treatment of psychological problems of childhood and adolescence: learning, behavioral, affective and psychotic disorders.

**Prerequisites** PREQ: permission of instructor.

**Credits** 3

PSY 599 - Thesis Proposal

Development of thesis proposal, including successful completion of written and oral examination. S/U grading.

**Prerequisites** PREQ: PSY 651 and Permission of Instructor. COREQ PSY 652.

**Credits** 3

PSY 610 - Advanced Social Psychology

Theories and research concerning aggression, prosocial behavior, group behavior, conformity, attitudes, person perception, and attraction.
**Prerequisites** 
PREQ: permission of instructor.

**Credits 3**

**PSY 612 - Psychology of Prejudice**

This course provides an analysis of the psychological causes, consequences and correlates of stereotyping and prejudice with a focus on both classic research and recent developments in the field of social psychology.

**Credits 3**

**PSY 621 - Advanced Educational Psychology**

Application of theories and principles of development, learning, and measurement to classroom practice.

**Credits 3**

**PSY 622 - Academic Interventions and Settings**

This course explores concepts of learning within different academic contexts, evidenced-based academic interventions, and progress monitoring. Opportunities for research and application will be included.

**Credits 3**

**PSY 623 - School-Based Consultation**

Models of consultation and the development of effective consultative skills in working with individuals and groups.

**Prerequisites** 
PREQ: Admission to psychology graduate.

**Credits 3**

**PSY 624 - Child and Adolescent Development**

Development and behavior of children, prenatal through adolescence; influences of heredity, maturation, and learning on development.

**Prerequisites** 
PREQ: permission of instructor.

**Credits 3**

**PSY 625 - Adolescent Development**

Physical, mental, and emotional development in adolescents; interests, attitudes, ideals, and social adaptations.

**Prerequisites** 
PREQ: permission of instructor.

**Credits 3**
PSY 626 - Adulthood and Aging

Theories, principles, and review of research on the normal development of adults; emphasis on the biological, psychological, cognitive, and social changes from early adulthood through old age.

**Prerequisites** PREQ: permission of instructor.

**Credits** 3

PSY 648 - Applied Child Neuropsychology

Principles and concepts relevant to the practice of child neuropsychology.

**Prerequisites** PREQ: Admission to graduate program in school or clinical psychology or permission of instructor.

**Credits** 3

PSY 650 - Advanced General Psychology

An overview of the discipline of psychology for the advanced student.

**Credits** 3

PSY 651 - Advanced Research Methods and Statistics I

Inferential statistics emphasizing experimental design; univariate and multivariate techniques, nonparametric procedures, and statistical software usage. Lab included. 2 hour lecture, one hour lab

**Prerequisites** Admission to psychology graduate program or Permission of Instructor

**Credits** 3

PSY 652 - Advanced Research Methods and Statistics II

Experimental designs, literature review, scientific writing styles, planning, writing; research proposal, statistical analysis of data; computer applications; scientific ethics and standards. 2 Lecture 1 Lab.

**Prerequisites** PSY 651

**Credits** 3

PSY 653 - Research as a Professional School Practice

Using, conducting, and communicating research and evidence-based practices in school settings. Includes guidelines for completing graduate level research requirements.

**Credits** 3

PSY 661 - Psychological Assessment I

Includes the development of basic foundational skills; the administration, scoring and interpretation of major intellectual, academic, and social-emotional measurements; and professional ethics related to assessment.
**Prerequisites** PREQ: Admission to graduate program in clinical or school psychology.

**Credits** 4

**PSY 662 - Personality Assessment**

Major techniques of objective personality assessment; emphasis on administration, scoring, and interpretation.

**Prerequisites** PREQ: Permission of instructor.

**Credits** 3

**PSY 663 - Assessment and Intervention with Preschool Children**

Administration, scoring, and interpretation of assessment scales for children from infancy through childhood; planning and implementation of intervention programs.

**Prerequisites** PREQ: 624 or equivalent.

**Credits** 3

**PSY 664 - Psychological Assessment II**

Training in the administration, scoring, and interpretation of ancillary psychological assessment instruments not covered in PSY 661. These instruments include cognitive, educational, and adaptive measures.

**Prerequisites** PREQ: 661 and/or admission into school or clinical psychology program.

**Credits** 3

**PSY 668 - Teaching of Psychology**

The purpose of this course is to support beginning teachers of introductory psychology. We will focus on the skills and attitudes needed to be a successful scholar-teacher.

**Credits** 3

**PSY 671 - Advanced Psychopathology**

Clinical and experimental approaches; classification, etiology, and modification of deviant behavior.

**Prerequisites** PREQ: permission of instructor.

**Credits** 3

**PSY 672 - Empirically Based Treatments**

The major theoretical perspectives in psychotherapy and their applications, focusing on evidence-based interventions; multicultural perspectives; professional ethics and standards related to service delivery.

**Prerequisites** PREQ: Admission to the graduate program in clinical psychology.

**Credits** 3
PSY 673 - Professional Issues

Models of practice in school psychology; social, ethical, and legal issues; interdisciplinary focus of training and professional roles; problems of the professional practice of psychology in school and community settings.

Prerequisites PREQ: Permission of instructor.

Credits 3

PSY 674 - Advanced Child Psychopathology

In depth examination of childhood psychopathology; etiology, characteristics and comprehensive assessment; treatment and intervention with childhood disorders.

Prerequisites PREQ: Admission to graduate program in school or clinical psychology or permission of instructor.

Credits 3

PSY 675 - Cognitive Behavioral Interventions

Cognitive and behavioral intervention techniques and their application in school and clinical settings.

Prerequisites PREQ: Admission to graduate program.

Credits 3

PSY 676 - Psychotherapy II: Techniques

Issues and techniques of psychotherapy and their application.

Prerequisites PREQ: Admission to clinical psychology graduate program.

Credits 3

PSY 677 - Group Psychotherapy

Theory and practice of group psychotherapy; supervised problems.

Prerequisites PREQ: Admission to psychology graduate program.

Credits 3

PSY 678 - Family Systems

Theory and research in dynamics of family systems; ecological models.

Prerequisites PREQ: Permission of instructor.

Credits 3
PSY 679 - Survey of Clinical Psychology

Survey of the major topics and issues in clinical psychology.

**Prerequisites** PREQ: Admission to the graduate program in clinical psychology.

**Credits** 3

PSY 680 - Directed Study in Psychology

**Credits** 3, R9

PSY 683 - Internship in Psychology

Six-month, full-time or nine-month, part-time internship in a clinical or school setting. S/U grading.

**Prerequisites** PREQ: Both sections of PSY 686 with a grade of B or better.

**Credits** (6)

PSY 684 - Internship in Psychology

Six-month, full-time or nine-month, part-time internship in a clinical or school setting. S/U grading.

**Prerequisites** PREQ: Both sections of PSY 686 with a grade of B or better.

**Credits** (6)

PSY 686 - Practicum

Application of psychological theory in the educational setting; observation of practices of school psychologists; participation in school psychological services under field and university supervision.

**Prerequisites** PREQ: 673.

**Credits** 1-4, R12

PSY 693 - Topics in Psychology

Topics in Psychology

**Prerequisites** PREQ: permission of instructor.

**Credits** 3, R9

PSY 695 - Advanced Professional Issues

In-depth exploration of current educational issues and the role of school psychologists as change agents in school settings.

**Prerequisites** PREQ: Admission to graduate program in school psychology or permission of instructor.

**Credits** 3
PSY 697 - Seminar: Behavioral/Emotional Evaluation of Children and Adolescents

Major techniques of objective and projective personality assessment with children and adolescents; focus on theory, administration, scoring, interpretation, and report writing.

Prerequisites PREQ: Admission to psychology graduate program.

Credits 3

PSY 699 - Thesis

S/U grading.

Prerequisites PREQ: 651 and 652.

Credits 3, R6

PSY 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites PREQ: Student must be enrolled in a thesis program.

Credits 2, R24

PA 521 - Political and Organizational Leadership

Concepts and processes of leadership as related to political and public organizations.

Prerequisites PREQ: 6 hours of political science or permission of instructor.

Credits 3

PA 571 - Government–Business Relations

Interrelationships between government and business in the free enterprise system; regulatory role of government; constitutional framework of antitrust laws, public utilities, taxation, and labor legislation.

Credits 3

PA 572 - Public Policy Formulation

The policy-making process in its political context; models of policy development applied to selected issues.

Credits 3

PA 575 - Conflict Management in the Public Sector

The course discusses conflict management techniques for public disputes and conflicts encountered by public and non-profit leaders.

Credits 3
PA 580 - Readings in Public Affairs

Readings in Public Affairs

Prerequisites  PREQ: Permission of MPA Director.

Credits 3

PA 640 - Environmental Politics and Policy

This course profiles the environmental movement in the United States and evaluates tradeoffs between environmental preservation and economic development.

Credits 3

PA 650 - The Nonprofit Sector

This course examines the history of the nonprofit sector in America and presents challenges facing contemporary nonprofits.

Credits 3

PA 652 - Nonprofit Leadership and Sustainability

This course gives future and current nonprofit leaders an understanding of climate and environment of nonprofit organizations and provides the knowledge necessary for students to lead sustainable, capable, and effective nonprofit organizations. This course will examine critical aspects of leading nonprofit organizations with a special focus on current issues and trends. Students will gain and apply knowledge via readings, lecture, online discussion, guest speakers, case studies, service learning, and class discussion. Students will understand common challenges faced by nonprofit leaders and be equipped with the theoretical and practical knowledge necessary to addresses these challenges in the real world.

Credits 3

PA 655 - Grant-Writing for Public Affairs

An applied introduction to grants and grant-writing in government and nonprofit organizations.

Credits 3

PA 665 - Performance Measurement

This course explores the theoretical foundations and practical applications of performance measurement and management techniques.

Credits 3

PA 669 - Legal Issues in Public Affairs

The institutional design and procedures used by administrative agencies to implement policy. Topics include rulemaking, adjudication, enforcement activities, judicial review, and legislative and executive control.

Credits 3
PA 670 - Public Affairs Administration

The place of public affairs administration and the role of the administrator in the American system of government.

Credits 3

PA 671 - Public Financial Management

Budgetary practices and processes at the federal, state, and local levels; roles of professionals and elected officials; budgetary problems, planning, and reform.

Credits 3

PA 672 - Public Organizational Theory

Analysis of the theories that have shaped and influenced governmental organizations along with application of the theories in the public and non-profit sector.

Credits 3

PA 673 - Public Policy Analysis

Bureaucratic decision making and theories of analyzing and explaining public policy.

Credits 3

PA 674 - Research Methods for Public Affairs

Research design, philosophy of social science, and univariate and multivariate statistics.

Credits 3

PA 675 - State and Local Governance

Political and governmental processes at the state and local level.

Credits 3

PA 676 - Public and Nonprofit Sector Public Relations

Why and how public and nonprofit managers use the press to generate public support for policy decisions and to influence public perceptions: media strategies will be studied.

Credits 3

PA 677 - Public Personnel Management

Working knowledge of key functions and activities in public personnel management and awareness of the legal basis for the public human resources function.

Credits 3
PA 678 - Local Government Management

Examine the environment of public management including local government structure, fiscal management and the roles of principal officials and local legislative process.

Credits 3

PA 679 - The Practice of Government Planning

This course examines theory, concepts, techniques and procedures in the practice of planning.

Credits 3

PA 685 - Internship in Public Affairs

Credits 3, R6

PA 693 - Topics in Public Affairs

Topics in Public Affairs

Credits 3, R9

PA 699 - Public Affairs Capstone Experience

Students will work on a capstone research project that will address a real problem in local government or nonprofit administration in the region.

Credits 3

PA 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites PREREQ: Must NOT be enrolled in a thesis program.

Credits 1, R10

PA 793 - Advanced Topics in Public Affairs

Prerequisites PREREQ: Permission of instructor and student's graduate program advisor.

Credits 3, R9

EDRD 543 - Middle Grades Reading

Methods and materials for teaching reading and other communication skills in the middle grades; emphasis on organization for instruction, word identification and comparison skills, and reading in content materials.

Credits 3
EDRD 553 - High School and Adult Reading

Methods and materials for teaching reading in high school and adult education programs. 3 Lecture 2 Lab.

Credits 3

EDRD 574 - Practicum in Teaching Reading

Assessment and remediation of reading problems and strategies for teaching reading. 2 Lecture 2 Lab.

Credits 3

EDRD 620 - Word Study

Word study for spelling, phonics, and vocabulary instruction.

Credits 3

EDRD 631 - Intensive Study of Writing

Writing instruction across the curriculum.

Credits 3, R9

EDRD 651 - Clinical Procedures in Remedial Reading

Evaluation and diagnosis of severe reading problems; supervised practicum.

Prerequisites PREQ: 573.

Credits 3

EDRD 740 - Reading Research Projects

Initiating, conducting, and analyzing a research project. 2 Lecture 2 Lab.

Prerequisites PREQ: G license in reading and permission of instructor.

Credits 3

SAE 689 - Industrial Internship for the Masters of Science degree in Science and Entrepreneurship

Students will do an industrial internship.

Prerequisites PREQ: Permission of the program director.

Credits 3

SCI 512 - Advanced Science Methods

Prerequisites PREQ: Admission to the M.A.T. or M.A.Ed. in Biology or Chemistry or permission of instructor.

Credits 3, R6

SCI 551 - Environmental Science for Teachers

Materials and techniques for interdisciplinary projects.

Credits 3

SCI 593 - Topics in Science Education

Topics in Science Education

Credits 1-3, R6

SCI 594 - Topics in Science Education

Topics in Science Education

Credits 1-3, R6

SCI 611 - Physical and Earth Science for Teachers

Philosophy and techniques of inquiry teaching; applications using physical and earth science curricular materials.

Credits 3

SCI 621 - Biology and Environmental Science for Teachers

Philosophy and techniques of inquiry teaching applied to biological and environmental curricular materials.

Credits 3

SCI 695 - Seminar in Science Education

Trends, issues, and research problems in science education.

Prerequisites PREQ: Permission of instructor.

Credits 3

SCI 696 - Seminar in Science Education

Trends, issues, and research problems in science education.

Prerequisites PREQ: Permission of instructor.

Credits 3
SOCW 504 - Diversity, Difference, & Social Justice

Race, socioeconomic status, ethnicity, ability, age, religion, sexual orientation, and gender identity and experiences with oppression in the U.S.

**Prerequisites** PREQ: Acceptance into the MSW program

**Credits** 3

SOCW 510 - Social Work With Groups

Knowledge, skills, and values that underlie contemporary social work practice with groups.

**Credits** 3

SOCW 515 - Social Work and Mental Health

The mental health system, issues, history, common diagnoses, emphasis on the strengths perspective.

**Credits** 3

SOCW 520 - Addictions

Overview of complex issues related to addictions, including drug, alcohol, gambling, and eating addictions; examines addiction within the context of developmental life stages and culture.

**Credits** 3

SOCW 522 - Methods of Substance Abuse Treatment

Methods course that teaches knowledge and skills needed to work effectively in a variety of clinical settings specific to substance abuse.

**Prerequisites** PREQ: SOCW 520 or COUN 617.

**Credits** 3

SOCW 524 - Cultural Competence in Substance Abuse Practice

Overview of unique problems and needs related to substance abuse treatment among diverse populations; application of culturally sensitive intervention strategies.

**Credits** 3

SOCW 525 - Science of Addiction

Biological basis of addiction; physiological and psychological effects of substance abuse.

**Prerequisites** PREQ: SOCW 520 or COUNS 617.

**Credits** 3
SOCW 526 - Child Welfare

Child welfare services, public and private programs, children's rights, and issues affecting services for children and families.

Credits 3

SOCW 527 - Trauma-Informed Social Work with Children

This course will introduce students to the core concepts (general theory and foundational knowledge), informing evidence-based assessment and intervention for traumatized children and adolescents who are in the child welfare system. Trauma is broadly defined, and includes children and adolescents exposed to traumatic events including, abuse and neglect and witnessing interpersonal crime (e.g. domestic violence), community violence and other traumatic events who have come into contact with the child welfare system. The course will highlight the role of development, culture and empirical evidence in trauma-specific assessment, referral and interventions with children, adolescents and their families within a child welfare context. It will address the level of functioning of primary care giving environments and assess the capacity of the community and the child welfare system to facilitate restorative processes.

Credits 3

SOCW 528 - School Social Work: Policy and Practice

An examination of public school policy and practice. Current laws, professional standards, program development and evaluation are covered.

Credits 3

SOCW 529 - Social Work With Older Adults

Concepts and skills for effective practice with the aging; needs and strengths of older people, community resources, professional approaches to intervention.

Credits 3

SOCW 530 - Integrated Health Care

This course will introduce students to the practice of integrated behavioral health in social work and address the challenges of integrating mental health and substance abuse with primary care. This course will focus on assessing and treating the behavioral health needs of patients in collaboration with multidisciplinary teams, providing brief interventions for persons with health, mental health, and substance use problems.

Credits 3

SOCW 534 - Human Behavior in the Social Environment

Multi-dimensional perspective on human behavior in the social environment and bio-psycho-social development across the life span.

Prerequisites PREQ: Acceptance into the MSW Program.

Credits 3
SOCW 535 - Research

Research methods, problems, issues and designs.

Prerequisites PREQ: Acceptance into the MSW program

Credits 3

SOCW 545 - International Social Work

Current trends and social issues, problems and solutions in countries around the world.

Credits 3

SOCW 551 - Social Policy

Overview of social policy analysis, programs, legal implications.

Prerequisites PREQ: Acceptance into the MSW program

Credits 3

SOCW 553 - Practice I: Foundations of Social Work Practice

Overview of social work history, methods, professional ethics, and advanced generalist practice.

Prerequisites PREQ: Acceptance to the MSW Program.

Credits 3

SOCW 562 - Practice II: Assessment and Psychopathology

Overview of psychopathology and clinical social work assessment

Prerequisites PREQ: Acceptance into the MSW program

Credits 3

SOCW 564 - Organizational and Community Practice

Application of social work knowledge, values and skills to practice with communities and organizations.

Prerequisites PREQ: Acceptance into the MSW program

Credits 3

SOCW 586 - Foundation Field Practicum

Supervised practicum in a social service agency or organization to apply theory and practice knowledge at the foundation level.

Prerequisites PREQ: Acceptance into the MSW program and successful completion of the 1st semester Corequisites SOCW 596

Credits 6
SOCW 594 - Topics in Social Work

Credits 1-3, R9

SOCW 596 - Foundation Field Practicum Seminar

This professional development seminar is taken in conjunction with SOCW 586: Foundation Field Practicum. The course integrates classroom-based learning with direct field practice experience through class discussion, processing of field experiences, self-reflection, and peer support. Students develop individualized field education learning contracts in collaboration with both the course instructor and agency field instructors.

Prerequisites Admission to the MSW program and successful completion of first semester Foundation classes Corequisites SOCW 586

Credits 2

SOCW 627 - Practice III: Clinical Interventions- Theory and Practice

Theory and practice of evidence-based clinical interventions

Prerequisites PREQ: Acceptance into the MSW program

Credits 3

SOCW 635 - Research II

Advanced research methods in Social Work.

Credits 3

SOCW 653 - Advanced Standing Bridge Course

Overview of social work principles and skills covered in the professional foundation.

Prerequisites Prerequisite: Acceptance into the Advanced Standing Program

Credits 3

SOCW 662 - Practice IV: Interventions with Families and Groups

This course is the fourth course in the clinical social work practice sequence, preparing students for practice with families and groups. Theory and practice principles with families and groups are the focus, emphasizing diversity of family and group structures particularly with rural populations. Students learn how to lead and facilitate treatment groups focusing attention on group dynamics and processes. Students are expected to apply knowledge of theory to family intervention approaches with diverse populations as well as begin to formulate their own philosophy of family functioning through deepening their understanding of their family of origin and their professional use of self.

Prerequisites SOCW 627

Credits 3 hrs
**SOCW 664 - Leadership and Management**

Concepts, principles, values and strategies for leadership and management in human service organizations.

**Credits 3**

**SOCW 673 - Rural Community Advocacy**

Social and political advocacy: theories, methods and skills for social work practice in rural areas.

**Prerequisites** PREQ: Acceptance into the MSW program

**Credits 3**

**SOCW 682 - Research Project in Social Work**

Research projects dealing with various fields and methods of social work.

**Prerequisites** PREQ: Approval of detailed project proposal by instructor.

**Credits 3, R6**

**SOCW 686 - Advanced Field Practicum and Integrative Seminar I**

Supervised practicum in a social service agency or organization to apply theory and practice knowledge at the advanced level.

**Prerequisites** S/U IP grading. PREQ: Acceptance into the MSW program

**Credits 6**

**SOCW 687 - Advanced Field Practicum and Integrative Seminar II**

Supervised practicum in a social service agency or organization to apply theory and practice knowledge at the professional level.

**Prerequisites** PREREQ: S/U & IP grading.

**Credits 6**

**SOC 514 - Minority Groups**

Relations between dominant and subordinate races and ethnic groups; historical and comparative aspects; African Americans, Chicanos, and Indians. This course is cross-listed with ANTH 514

**Credits 3**

**SOC 523 - Sociology of Sport**

Social issues in sports examined from historical, cross-cultural, and sociological perspectives with attention to impact of race, gender, and social class on participation.

**Credits 3**
SOC 532 - Community Organization and Development

Community organization viewed as a process of bringing about desirable changes in community life; community structure, needs assessment, and planning for change.

Credits 3

SOC 534 - Regional and Societal Development

Social dimensions of economic growth and development with particular emphasis on Third-World countries; alternative definitions of development; problems related to the implementation of change in national, regional, and institutional structures.

Credits 3

SOC 554 - Sociology of Conflict and Conflict Resolution

Analysis of sociological theories of social conflict, including Marx, Weber, Simmel, Coser, Dahrendorf, and Collins; case studies of conflict and conflict resolution stressing the applications of theory and research.

Credits 3

SOC 580 - Independent Study in Sociology

Independent Study in Sociology

Prerequisites PREQ: Written application; approval of instructor and advisor.

Credits 1-2, R6

SOC 583 - Internship in Sociology

Application of theory, methods and techniques in a cooperating agency under faculty supervision. S/U grading. 9 hours per week per course.

Prerequisites PREQ: Permission of instructor.

Credits 3

SOC 584 - Internship in Sociology

Application of theory, methods and techniques in a cooperating agency under faculty supervision. S/U grading. 9 hours per week per course.

Prerequisites PREQ: Permission of instructor.

Credits 3

SOC 585 - Internship in Sociology

Application of theory, methods and techniques in a cooperating agency under faculty supervision. S/U grading. 9 hours per week per course.
Prerequisites PREQ: Permission of instructor.

Credits 3

SOC 594 - Topics in Sociology

Topics in Sociology

Prerequisites PREQ: Permission of instructor.

Credits 3, R6

SOC 801 - Rural Society

Historical and contemporary survey of key social institutions within rural areas in the United States with attention to the processes of demographic and structural change.

Prerequisites PREQ: Permission of instructor.

Credits 3

SPED 500 - Creative Thinking and Problem Solving

Exploration of creative thinking; emphasis on current research and present methodologies of problem-solving.

Credits 3

SPED 501 - Introduction to Learning Disabilities

Historical concepts and theories of learning disabilities; educational characteristics of learning disabled children; overview of remedial programs.

Prerequisites PREQ: 240 or permission of instructor.

Credits 3

SPED 502 - Current Issues in Special Education

Investigation and interpretation of educational issues in special education.

Credits 3

SPED 503 - Current Issues in Gifted Education

Investigation and interpretation of educational issues in gifted education.

Credits (3)
**SPED 504 - Educational Programs for Students with Behavioral Disorders**

Study of identification procedures, affective and behavioral techniques, and instructional programs for teaching students with behavioral disorders.

**Credits 3**

**SPED 505 - Educational Programs for Students with Learning Problems**

Advanced approaches and methods for teaching students with learning problems.

**Prerequisites** PREQ: 401 or permission of instructor.

**Credits 3**

**SPED 506 - Advanced Methods to Teach Students with High Incidence Disabilities**

Characteristics, needs, and advanced methods of teaching students with mild to moderate disabilities in the general curriculum.

**Credits 3**

**SPED 507 - Behavioral and Social Needs of Exceptional Learners in the General Curriculum**

Principles and techniques of individual behavior management in the general curriculum.

**Prerequisites** PREQ: Must be accepted into the MAT program.

**Credits 3**

**SPED 528 - Programs and Services for Individuals with Severe/Profound Disabilities**

Addresses programs, services, and related issues relevant to the education and treatment of individuals with severe/profound disabilities.

**Credits 3**

**SPED 529 - Educational Programs for Students with Intellectual Disabilities**

Study of educational programs and services for students with intellectual disabilities.

**Credits 3**

**SPED 530 - Assessment and Functional Skill Instruction in the Adapted Curriculum**

Provides information on how to assess and teach daily living skills to students with significant intellectual disabilities. Clinical experiences required.

**Credits 3**
SPED 532 - Assessing the Adapted Curriculum

Methods for teaching academics to students with severe/profound and multiple disabilities. Field experience required.

Credits 3

SPED 534 - Positive Behavior Supports for Students with Severe Disabilities, Advanced

Exploring and using the current research to create and implement positive behavioral supports, functional behavioral assessments and support plans for students with severe disabilities.

Credits 3

SPED 555 - Culturally Responsive Classroom Management for Exceptional Learners

Theories and practices for creating and managing positive and culturally responsive classrooms.

Credits 3

SPED 562 - Best Practices for Teaching Reading & Written Language to Exceptional Learners

Methods and techniques for teaching reading to exceptional learners in the general curriculum.

Credits 3

SPED 563 - Best Practices for Teaching Mathematics to Exceptional Learners

Methods and techniques for teaching mathematics to exceptional learners in the general curriculum. Field experience required.

Credits 3

SPED 566 - Approaches and Practices for Teaching Students with Disabilities

Instructional theory and practices for teaching students with disabilities.

Credits 3

SPED 567 - Reading, Writing, and Mathematics Curriculum for Students with Disabilities

Remedial approaches and techniques for teaching reading, writing, and mathematics.

Credits 3

SPED 571 - Foundations of Gifted and Creative Education

Historical concepts of gifted education; definitions of giftedness; characteristics and unique needs of gifted and creative students; screening and identification procedures.

Credits 3
SPED 575 - Methods and Models of Gifted and Creative Education

Examination and analysis of the methods and models of gifted and creative education.

Credits 3

SPED 577 - Curriculum Differentiation for Gifted and Creative Learners

Exploration of ways to adapt content, process, product and the learning environment to provide appropriate learning experiences for gifted and creative students.

Credits 3

SPED 586 - Accessing the Adapted Curriculum: Intern 1

Methods for teaching academics to students with severe/profound and multiple disabilities. Intern 1 requirements will be completed in required field experience.

Credits 3

SPED 587 - Special Education Internship

Supervised experience in a school or clinical setting.

Prerequisites PREQ: Written application; Approval of instructor advisor.

Credits 3

SPED 593 - Topics in Special Education

Topics in Special Education

Prerequisites PREQ: Permission of instructor.

Credits 1-3, R6

SPED 603 - Administration of Special Education Programs

Administrative practices and problems of organization, staffing, curricular development, and supervision of special education.

Credits 3

SPED 604 - Theory and Practice in Early Intervention

Legal issues, family involvement, parent partnerships, program evaluation, public policy, historical perspectives, models, and theories related to early intervention.

Credits 3
SPED 605 - Social & Emotional Curriculum for Gifted Students

Methods for developing social-emotional curricula for use with gifted learners in the school setting.

Prerequisites PREQ: SPED 571 or permission from the instructor.

Credits 3

SPED 606 - Intervention for Young Children with Developmental Disabilities

Effective environments and programs, appropriate resources and support services, curricular adaptations, and instructional planning related to intervention for young children.

Credits 3

SPED 620 - Education in a Diverse Society

Prepares teachers to meet the learning needs of diverse student populations.

Credits 3

SPED 630 - Teaching Students with Mild to Moderate Intellectual Disabilities

Objectives, methods, and materials for students with mild to moderate intellectual disabilities.

Credits 3

SPED 632 - Preschool Disorders: Assessment and Evaluation

Best practices in assessment for early intervention; assessment instruments, curriculum, family-centered approaches.

Credits 3

SPED 633 - Collaboration with Families and Professionals

Developing collaborative teams of parents, teachers, other professionals and paraprofessionals for the education and support of individuals with disabilities.

Prerequisites PREQ: Registration is restricted to students enrolled in a MAT or MAED degree program.

Credits 3

SPED 635 - Introduction to Autism Spectrum Disorders

Characteristics of students with autism and related issues.

Credits 3
**SPED 636 - Evidence-Based Methods for Teaching Students with Autism Spectrum Disorders**

Strategies for educating students with autism will be described and practiced.

**Credits 3**

**SPED 639 - Teaching Exceptional Learners in Inclusive Classrooms**

Methods and techniques for teaching exceptional learners in the general curriculum. Clinical experience required.

**Credits 3**

**SPED 640 - Universal Design for Learning**

The study and application of Universal Design for Learning to address accommodations and modifications for diverse learners.

**Credits 3**

**SPED 681 - Seminar in Learning Disabilities**

Exploration of emerging theories and research influencing the teaching of individuals with learning disabilities.

**Credits 3**

**SPED 682 - Research in Special Education**

Theoretical and experimental research into techniques of teaching, investigation of problems, and educational systems.

**Prerequisites** PREQ: Must be accepted into the MAT or MAEd program.

**Credits 3**

**SPED 684 - Social and Emotional Issues of Exceptional Learners**

In-depth analysis of the social and emotional issues experienced by exceptional learners and exploration of practices addressing these in the classroom.

**Credits 3**

**SPED 687 - Practicum in Special Education**

Supervised experience in a school or clinical setting.

**Prerequisites** PREQ: Must be accepted to the MAT program.

**Credits 1-3, R9**

**SPED 688 - Practicum in Special Education**

Supervised experience in a school or clinical setting.
Prerequisites PREQ: Written application; approval of instructor and advisor.

Credits 1-3, R3

SPED 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites PREQ: Must NOT be enrolled in a thesis program.

Credits 1-3

SPED 793 - Special Topics in Special Education

Special topics relevant to Special Education.

Credits 1-3, R6

SM 615 - Critical Issues in Sport

Fundamental ethical, sociological, and legal frameworks will be discussed as well as applicable theoretical contributions. The course will emphasize the application of various theories to critical issues in sport by way of written responses. Teleological and deontological ethical theories, Aristotle's virtue ethics, Kantian ethics, Rawls moral reasoning criteria, as well as the theories of justice will be covered. The sociological theories will center on functionalism, conflict theory, symbolic interactionism, and feminism. Issues of negligence, torts, Constitutional law, contracts, labor law, intellectual property, Title IX will round out the legal focus. The above-mentioned theories will be applied to sport-specific issues, which may include but are not limited to: competition, the values of sport, violence, aggression, corruption, criminal activity, performance enhancing drug use in sports, using Native Americans as mascots, sexism in sport, amateurism and the commercialization of athletics. This course will emphasize critical analysis, reading comprehension, debate/dialogue, by way of written analysis and evaluation.

Prerequisites None

Credits 3

SM 620 - Sport Administration

A systematic examination of the management and governance of contemporary sport organizations with an emphasis on organizational theory, leadership and managing diversity.

Credits 3

SM 623 - Philosophical Foundations of Sport

Foundational philosophies and how to establish an ethical base in the area of sport management.

Credits 3

SM 630 - Economic and Financial Aspects of Sport

Advanced financial and economic theory and sound fiscal principles specific to the sport industry.

Credits 3
SM 640 - Sport Marketing

Basic knowledge and understanding of the theory and fundamentals of sport marketing in the sport business industry.

Credits 3

SM 650 - Event and Facility Management

Planning, development, and management of sport facilities and events, including event management, marketing and promotion and design, planning, and administration of facilities.

Credits 3

SM 660 - Sport Governance

Aspects of the course will sensitize the student to the cultural and political nature of sport while regional and global sport associations will be explained.

Credits 3

SM 670 - Media and Public Relations in Sport

An overview of public and media relations applications, as well as computer technologies in sport organizations, as related to professional concerns.

Credits 3

SM 672 - Sport in the Global Marketplace

Interdisciplinary examination of sport around the world. History, management, culture, and market dynamics will guide the study of regional and global sport organizations.
Focus will be given to international sport leagues and teams, the globalization of sport, market dynamics, emerging contemporary issues in the global sports industry, and U.S. based sport organizations operating internationally.

Credits 3

SM 683 - Practicum

Experiences relating theory to practice in a specific area of sport management.

Prerequisites Advisor approval required.

Credits 9

SM 684 - Internship in Sport Management

Experiences relating theory to practice in a specific area of sport management.

Prerequisites Permission of program coordinator.

Credits 3
USI 693 - Topics in Graduate Education

Topics in Graduate Education

Credits 1-3, R6

UE 501 - University Experience

Introduction to an online learning environment. Emphasis on online resources, skills for success and community building.

Credits (0)