The Appalachian State University 2007-2008 Graduate Bulletin is available electronically in Adobe® Portable Document Format (PDF) from the University website: http://www.registrar.appstate.edu. Persons with limited Internet access who wish to obtain a CD version of this Bulletin should contact the Graduate School admissions team (gradadmissions@appstate.edu; 828.262.2130).

This Bulletin is intended for information purposes only and does not constitute a contract between the University and the student. While this catalog presents policies and programs as accurately as possible at the time of publication, the University reserves the right to revise any section or part without notice or obligation. Persons with questions about policies contained in this Bulletin may seek clarification from the Graduate School (828.262.2130).

Appalachian State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees on the basis of race, color, national origin, religion, gender, age, disability, or sexual orientation. Appalachian also actively promotes diversity among students and employees.
About This Bulletin

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Navigating Through This Electronic Bulletin

This Bulletin may be viewed with any PDF viewer software package, such as Adobe Acrobat®, Adobe Acrobat Reader®, or Apple’s OSX Preview®. Several features have been included in the document to make navigation easier.

**Bookmarks:** Users can jump to a particular section through the Bookmarks included in the document. If you do not see the Bookmarks (listed on the left in Adobe products and listed on the right in Preview), you can toggle them on and off as follows:

- In Adobe products: Click on the Bookmarks tab to the left of the window.
- In Preview: Select **Drawer** from the **View** menu.

**Internal Links:** The following sections contain links that lead to the appropriate page in this document. These sections are the best starting points for finding specific information about a course or about a program.

- Table of Contents: Clicking once on the section name moves to that section.
- Courses Offered: Clicking once on the course prefix moves to the listing of courses with that prefix.
- The Individual Academic Colleges and Schools: Clicking once on the program name moves to the section on that program.

**The Search Facility:** At the bottom corner of each page is a search feature. Clicking on search will bring up the software’s search engine. A few tips when searching: Try different versions of the search text if you are unsuccessful. For example, searching on “change of major” will yield different results from “changing major” or “change major.”

If the search feature is not activated (as in Preview or in older versions of Adobe products) you can invoke the search feature through the menus as follows:

- In Adobe products: Choose **Search** from the **Edit** menu.
- In Preview: Choose **Find/Find...** from the **Edit** menu.

Using the Links to the Web in This Bulletin

All of the web addresses (URLs) in this Bulletin are hot-linked. Computers connected to a local area network or other internet connection can view the associated webpage by clicking once on the URL in text.

Printing This Bulletin

When using a PDF viewer software package, such as Adobe Acrobat®, Adobe Acrobat Reader®, or Apple’s OSX Preview®, the entire Bulletin or selected pages of the Bulletin may be printed using the print facility in the software. Printing from these packages works as follows:

1. Select **Print** from the **File** menu.
2. In the resulting Dialog Box that appears, press **Print** or select a range of pages and then press **Print**.

We suggest that applicants print the following sections to assist with navigating the admissions process:

- Student Life
- Admissions
- Expenses and Financial Aid
- The relevant program(s)

We suggest that current students print the following sections to assist with navigating their academic careers:

- Student Life
- Academic Requirements
- Expenses and Financial Aid
- The relevant program(s)
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Graduate study at Appalachian includes encouraging academic inquiry, providing opportunities and facilities for advanced study and research, developing or extending academic or professional specializations, and facilitating the acquisition of external funds for research, instruction, and service. Accordingly, the Cratis D. Williams Graduate School offers programs leading to master’s, specialist, and doctoral degrees. 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 Executive Vice Chancellor for Academic Affairs and is responsible for research and sponsored programs and for graduate studies.

Through the Graduate Studies area, the Graduate School oversees all graduate work carried out in the departments, schools, and colleges of the University. In addition, through the Research and Sponsored Programs area the Graduate School supports research and facilitates the acquisition of extramural grant and contract funds for the University. Also housed in the Graduate School, the Energy Center, a multidisciplinary applied research group, is committed to research, development, policy analysis, and demonstrations in all areas of energy, with a stated mission to facilitate the work of faculty and students engaged in teaching, research and outreach activities associated with energy technologies, conservation, and policy.

Purpose

The specific purpose of the Graduate School is to seek to promote and encourage the intellectual and professional development of graduate students and faculty. Within the framework of higher education established by the State of North Carolina, the Graduate School accomplishes this purpose through the promotion and administration of quality programs of graduate education and through the support and facilitation of research and grant activities for the university community.

The activities that support this purpose include the evaluation and approval of applicants for graduate study, the review of the qualifications of candidates for graduate degrees, the review of graduate curricula and programs, the oversight of graduate assistant training programs, the review of graduate faculty credentials, and the administration of the assistantship, scholarship, and fellowship programs. The Graduate School serves as a major advocate for research by assisting students and faculty in the acquisition of external funding, by providing internal support for research and scholarship, and by insuring a visible profile for University research and grant activities.

The Educational Goals for Graduate Education

Graduate Education at Appalachian State University has the following educational goals for each graduate student:

1. To master a particular discipline or field at a level of complexity and generalization that extends knowledge, creativity, and intellectual maturity.
2. To develop an understanding of research, the manner by which research is conducted, the subject matter, bibliography, theory, and methodology of a particular discipline or field.
3. To develop the ability to utilize discipline-appropriate skills to analyze, explore, question, reconsider, synthesize, and apply traditional and contemporary knowledge and methods.
4. To acquire an understanding and commitment to a profession and the professional ethical standards within a given discipline or field.
5. To develop the skills, knowledge and experience necessary for appropriate professional employment, professional development, and/or further graduate study.
6. To develop direct intellectual/creative association with resident graduate faculty as mentors.
7. To develop the ability to communicate effectively in ways that are appropriate to the discipline.
8. To develop awareness of the world’s diversity of cultural and national experiences, identities, and values.

In support of these goals and with the cooperation of the appropriate colleges, schools, and departments, the Cratis D. Williams Graduate School of Appalachian State University will:

1. Monitor the quality and currency of graduate programs through systematic program reviews and recommend any needed improvements on the basis of those reviews.
2. Maintain admission standards for graduate students.
3. Provide adequate resources consistent with the needs of graduate education through assistantships, scholarships, and research and grants support.
4. Ensure that graduate faculty members possess the necessary scholarly credentials to teach and conduct research with graduate students.
The University

Kenneth E. Peacock, Chancellor

In North Carolina, all the public educational institutions that grant graduate degrees are part of the University of North Carolina. Appalachian State University is one of the 16 constituent institutions of this multi-campus state university.

Appalachian’s Mission

Appalachian State University is a public comprehensive university, offering a wide variety of degree programs at the baccalaureate, master’s, and intermediate levels as well as the Ed.D. in Educational Leadership. With a distinctively residential campus and a faculty and staff characterized by high quality and broad diversity of professional skills, Appalachian takes as its mission the practice and propagation of scholarship. This is accomplished particularly through instruction, but also through the research, creative, and service activities of the University community. Appalachian is committed to excellence in its undergraduate and graduate educational programs, while continuing to serve as a center of cultural and professional activity within its state and region.

— The University of North Carolina Board of Governors (1998)

Appalachian’s Expansion of the Mission Statement

Founded in 1899 as Watauga Academy, Appalachian State University evolved into a state teachers’ college, later broadened its mission to include the liberal arts, gained regional university status, and in 1971 became a part of The University of North Carolina. From its beginning as a small local institution, Appalachian has developed into a university with students from every section of North Carolina, as well as from other states and nations. Throughout its growth, the University has maintained a strong sense of community. It continues to provide educational leadership and service to the state and region. The University is committed to fostering an understanding of Appalachian regional culture and the protection of the natural environment.

Appalachian State University is a comprehensive university, offering a broad range of undergraduate programs and select graduate programs. Undergraduates receive a well-rounded liberal education and the opportunity to pursue a special field of inquiry in preparation for advanced study or a specific career. Graduate students engage in advanced study and research while developing and extending their academic or professional specializations. Although the campus is largely residential in character and its students are predominantly of traditional college age, the University seeks to serve a diverse student body.

With instruction as its primary mission, the University is committed to excellence in teaching and the fostering of scholarship. As an academic community, it takes pride in its tradition of faculty commitment to students both inside and outside the classroom. Mindful of the relationship between the curricular and extracurricular, Appalachian seeks to promote the intellectual, cultural, and personal development of its students.

At Appalachian, scholarship and service are complementary to the instructional mission. The major purposes of scholarship, including research, writing, and other creative activities, are threefold: to serve as a basis for instruction, to ensure a vital and intellectually engaged faculty, and to contribute to the advancement of knowledge. Service is provided through effective engagement in appropriate professional activities, active participation in the concerns of the University community, consultation services, the extension into the community of the professional knowledge and skills of the faculty, staff and students, and the sharing of the University’s cultural and recreational activities.

— The Appalachian State University Board of Trustees (1995)

Accreditation

Appalachian State University is accredited by the Commission on Colleges of the SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award Baccalaureate, Masters, Specialists, and Doctoral degrees. In addition to this comprehensive accreditation, other special accreditation related to graduate programs by appropriate agencies includes:

- AACSBI International - The Association to Advance Collegiate Schools of Business
- The American Dietetics Association
- The American Speech-Language-Hearing Association
- The Association of University Programs in Health Administration
- The Commission on Accreditation of Allied Health Education Programs/Joint Review Committee-Athletic Training
- The Commission on Accreditation for Dietetics
- The Commission on Accreditation for Marriage and Family Therapy Education
- The Council for the Accreditation of Counseling and Related Education Programs
- Council on Social Work Education (in candidacy)
- The National Association of School Psychologists
The University is a member of appropriate state and national associations and organizations to which its professional programs are related. These include, but are not limited to, the following:

- The American Association for Marriage and Family Therapy
- The American Association of Colleges for Teacher Education
- The American Association of University Women
- The American Council on Education
- The American Counseling Association
- The American Music Therapy Association
- The Association of Collegiate Schools of Planning
- The Association for Gerontology in Higher Education
- The Association for Library and Information Sciences Education
- The Association of Supervision and Curriculum Development
- The Association for Theatre in Higher Education
- The Association of Teacher Educators
- The Broadcast Education Association
- The Carolina’s Speech Communication Association
- The Conference of Southern Graduate Schools
- The Council of Colleges of Arts and Sciences
- The Council of Graduate Departments of Psychology
- The Council of Graduate Programs in Communication Sciences and Disorders
- The Council of Graduate Schools
- The Highlands Biological Foundation
- The National Association of Business Teacher Education
- The National Association of Industrial Technology
- The National Business Education Association
- The National Collegiate Honors Council
- The National Communication Association
- The National Film and Video Association
- The National Middle School Association
- The National Organization on Legal Problems of Education
- The North Carolina Academy of Science
- The North Carolina Association of Colleges and Universities
- The North Carolina Association of Colleges for Teacher Education
- The North Carolina Association of Summer Sessions
- The North Carolina Dance Alliance
- The North Carolina League of Middle Schools
- The North Carolina Professors of Educational Leadership
- The North Carolina Theatre Conference
- Professional and Organizational Development
- The Public Relations Society of America
- South Atlantic States Association for Asian and African Studies
- The Southeastern Theatre Conference
- The Southern States Communication Association
- The Teacher Education Council of State Colleges and Universities
- The U.S. Institute of Theatre Technology

**History of the University of North Carolina**

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

In 1877, the N.C. 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 N.C. General Assembly redefined the University of North Carolina to include three state-supported institutions: The campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman’s College (now the University of North Carolina at Greensboro). The new 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 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 16-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.)

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 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve 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 16 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 NC 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.
Special Service Programs for the Region

In accordance with its mission to serve the people of the region in which it is located, Appalachian State University sponsors several programs designed to serve the educational, cultural, social, economic, and governmental needs of the people and institutions of its region.

**Appalachian and the Community Together Community Outreach Center**

A.C.T., a division of Student Programs, seeks to provide students with opportunities to perform community service as volunteers in the Watauga County area. A.C.T. assists students in several ways. The Community Outreach Center, housed in the Plemons Student Union, is the focal point for students to discover volunteer opportunities in the area. The Community Outreach Center has a Service Learning Coordinator who works with faculty and students to create volunteer learning opportunities incorporated into academic classes. A.C.T. also encourages individuals as well as clubs to perform community service with any of over 30 non-profit agencies. Through it’s many services, A.C.T. encourages a lifelong commitment to improving the world through community service.

**Appalachian Loft and Appalachian House**

Appalachian State University maintains two off-campus residential facilities outside of Boone for experiential studies. For reservations or questions, please contact the Reservation Coordinator at 828.262.2132 or visit the website. 

**The Appalachian Loft,** in New York City, consists of some 4,400 square feet of living space for visitors. Located at 117 East 24th Street, between Park Avenue and Lexington, the Loft is within easy walking distance of the Arts District, Theater District, restaurants, and shopping.

**The Appalachian House** is a four story townhouse on Capitol Hill in Washington, D.C. This historic residence, located at 622 North Carolina Avenue is directly across from the Eastern Market, and within walking distance of restaurants and the Metro system.

**Appalachian Regional Bureau of Government**

Housed in the Department of Political Science/Criminal Justice, the Bureau’s primary goal is to serve local government and law enforcement personnel in the region and beyond, enabling them to function more effectively. These services are chiefly in the form of in-service training, technical assistance, research, and information. Educational programs sponsored by the Bureau are in the areas of law enforcement, budgeting, financial and personnel management, planning, tourism, zoning and land use planning, historic preservation, and environmental concerns.

**Appalachian Regional Development Institute (ARDI)**

The Appalachian Regional Development Institute (ARDI) is an applied research and public service program of Appalachian State University. Through ARDI, the University makes its resources, faculty and professional staff available to address economic, business, government, and social issues and problems related to regional development. The Institute conducts research on regional development problems and provides direct assistance to local and regional organizations involved in economic and community development. It works within and outside the University to improve the quality of life and economic opportunities for people in western North Carolina.

By focusing on regional development, the Appalachian Regional Development Institute integrates the University’s teaching, research, and service missions. The University’s teaching mission includes adult skill development, strategic planning assistance, and development of leadership skills. These are all important components to build the economic capacity of local areas. Within all its areas of emphasis, ARDI provides a broad range of training and continuing education programs, including workshops, courses, seminars, and conferences. Although its primary geographic area of operation is western North Carolina, ARDI also tackles national and global issues relevant to regional development.

**Arts and Cultural Programs**

Programs administered by the Office of Arts and Cultural Programs encompass four general areas: the Performing Arts Series, An Appalachian Summer Festival, management of Farthing Auditorium, and arts education programs administered in conjunction with the Watauga County Arts Council and the Watauga County Public Schools.

**The Performing Arts Series** is available by subscription, season ticket, or individual ticket, and is scheduled to correspond with Appalachian’s academic year. Students and faculty members, as well as area residents and visitors to the High Country, are all considered in planning each season’s line-up of performers. Musical events range from symphony orchestra and chamber music performances to jazz and contemporary artists. Theatre productions run the gamut from serious drama to Broadway musical tours. Dance performances offer an equally wide array of styles, from ballet to modern dance to dance forms representing cultural traditions from around the world.
SPECIAL SERVICE PROGRAMS

An Appalachian Summer Festival is North Carolina’s premier arts festival featuring the very best in music, dance, theatre, and the visual arts. Presented during the month of July, the festival has grown in its twenty year history, from a popular local and regional event to become a destination for visitors from around the country, who are attracted by its artistic quality and the natural beauty of the High Country. In recent years, the festival has been selected as one of the “top twenty events in the Southeast” by the Southeast Tourism Society. The festival’s line-up boasts world-renowned performers, as well as the finest cultural traditions of the Appalachian region.

Farthing Auditorium, the venue for many of the events sponsored by the Office of Arts and Cultural Programs, is a 1,735 seat auditorium, used as a road house for touring productions and the programs of academic units, student activities, and community arts organizations.

The Arts Partnership formed by Appalachian State University’s Office of Arts and Cultural Programs, in conjunction with the Watauga county public Schools and the Watauga county Arts council, brings a variety of performances and arts education activities, including master classes, workshops, and artist residencies, to Watauga County’s students in grades k-12.

Arts Programs Presented by the Academic Departments

http://www1.appstate.edu/dept/appstudies

The Hayes School of Music presents a number of concerts and recitals by Appalachian faculty and students in Rosen Concert Hall and Recital Hall of the Broyhill Music Center. These presentations range from solo recitals to large ensemble concerts, which are generally free to the public.

The Department of Theatre and Dance offers both faculty and student productions in the Valborg Theatre and in the I.G. Greer Studio Theatre. During a four-year period, the offerings cover a wide range of dramatic literature and styles. The Appalachian Dance Ensemble performs both student and faculty works each year.

The Department of Art maintains an active exhibit program. Several student, faculty, and regional artists exhibitions are displayed each year.

Broyhill Inn & Conference Center

http://www.broyhillinn.com

Appalachian’s Broyhill Inn & Conference Center is a premier lodging, dining, banquet, and meeting facility. The facility was created to increase the University’s capability to fulfill its responsibility for academic excellence as a regional institution. Through its facilities and staff, the Center strives to meet the educational needs of the business community, the campus, and the region.

The Inn is located on the western end of campus at an elevation of 3500 feet. The Center has 83 guestrooms and a conference facility that emphasizes a comfortable, distraction-free, environment to satisfy needs for a retreat-style meeting site. The flexible conference space is both hi-tech and spacious, and can accommodate groups up to 450 persons. The 20 conference rooms provide over 20,000 square feet of flexible space, which can be utilized for meetings and banquets, and is the largest conference facility in the High Country.

The Jackson Dining Room & Lounge at the Center serves a delectable blend of entrees featuring southern sophistication with “mountain” flair. In addition to its daily serving of breakfast, buffet lunch, and dinner, it also serves a Sunday brunch. The AppCard is accepted in the dining room. Reservations are requested for dinner.

Center for Appalachian Studies

http://www1.appstate.edu/dept/appstudies

Through programs and projects in such areas as the Appalachian region’s history, culture, arts, and social and environmental concerns, the Center for Appalachian Studies assists in the clarification and evaluation of regional issues. The center also publishes the Appalachian Journal, works closely with the Appalachian Collection, a research library, the Appalachian Cultural Museum, and coordinates the Appalachian Studies undergraduate minor, the graduate certificate program in Appalachian Studies, and M.A. programs.

Center for Judaic, Holocaust, and Peace Studies

http://www.holocaust.appstate.edu

The Center of Judaic, Holocaust, and Peace Studies develops educational opportunities for students, teachers, and the community. It also seeks to increase knowledge of Jewish culture and history, and teach the history and meaning of the holocaust.

Communication Disorders Clinic

http://www.cdclinic.appstate.edu

The Appalachian State University Communication Disorders Clinic provides diagnostic and remedial/therapeutic services in the areas of audiology, counseling, special education, speech and language pathology, and reading. Counseling services are for children and families. Special education services are for preschool and school-aged children. All other services are available to persons of all ages in the region. The clinic also functions as a laboratory for students in the communication disorders and teacher education programs. There is presently no charge to Appalachian students for these services.
The Energy Center

The Energy Center is committed to research, development, policy analysis and demonstrations in all areas of energy, with a stated mission to facilitate the work of faculty and students engaged in teaching, research, and outreach activities associated with energy technologies, conservation and policy.

The Center for Applied Research in Emerging Technologies

The Center for Applied Research and Emerging Technologies (CARET) provides opportunities for businesses to interact with research, faculty, and students on emerging technology issues.

The Center for Entrepreneurship

The Center for Entrepreneurship in the Walker College of Business at Appalachian State University was created in 2006 in order to support an incredible, burgeoning group of student entrepreneurs. Programs created in recent years have greatly enhanced entrepreneurship opportunities for students and faculty at Appalachian State and helped strengthen the broader community by supporting entrepreneurs throughout the region. More than 200 students enroll in elective entrepreneurship courses each year and currently more than 1,000 alumni are active entrepreneurs.

Extension and Distance Education

The Office of Extension and Distance Education is the administrative unit of the University responsible for the implementation of off-campus degree credit programs and courses. Through coordination with the academic departments, institutional resources are extended into the University’s service region primarily via the Appalachian learning Alliance, a cooperative partnership between Appalachian State University and ten regional community colleges, and the UNC graduate centers.

George M. Holmes Convocation Center and Seby B. Jones Arena

Serving as a multi-purpose arena for the northwestern region of North Carolina, the Center supports University-sponsored events, such as commencement and College Fair. Cultural events, concerts, trade shows, athletic events, and other public assembly activities will also be a part of the Center’s programming.

Since several departments will share the facility, all efforts will be made to accommodate the activities of each department. Because the schedule for the Center will be constantly changing, every effort will be made to keep all concerned updated. University sponsored events such as commencement, convocation, and student recruiting events will have priority over all other events.

Institute for Health and Human Services

The purpose of the Institute for Health and Human Services is to provide research, clinical services, and training programs to meet the needs of students, faculty, and the region. A goal of the Institute is the advancement of knowledge through research and the utilization of that knowledge to improve the delivery of health and human services. The Institute increases access to university clinical services and supports clinical internships. Opportunities for interdisciplinary research for students and faculty are provided, and training and service collaborations with regional providers of health and human services are promoted by the Institute.

Mathematics and Science Education Center

The Appalachian Mathematics and Science Education Center is one of eleven centers that are part of the North Carolina Mathematics and Science Education Network. Other centers are located on ten of the University of North Carolina campuses. The mission of the MSEN is to improve the quality and quantity of mathematics and science teachers in the state. Consequently, the center regularly offers courses, workshops, institutes, and conferences, both on campus and at various sites throughout the region for teachers and students preparing to teach.

The center is located in Walker Hall and houses a vast array of science and mathematics materials that can be checked out and used not only by Appalachian faculty and area public school teachers, but by students as well. Science and mathematics manipulative kits, journals, video tapes, textbooks, and models are available for use by students enrolled in methods classes or student teachers. Appalachian faculty and students are welcome to come in and browse through the center’s materials.

National Center for Developmental Education

The Center is the nation’s primary resource for information, training, and research in the field of developmental education. Developmental education is that aspect of postsecondary education concerned with the learning and human development
needs of academically under-prepared students. Each year hundreds of postsecondary educators take advantage of Center services. The Center is located within the Reich College of Education.

**North Carolina Small Business and Technology Development Center (SBTDC)**
The North Carolina SBTDC is a business and development service of the University of North Carolina system. The Appalachian-Foothills Regional Service Center is hosted by Appalachian’s Walker College of Business and maintains offices on-campus and in Hickory, providing University outreach to a 14 county region of North Carolina. As the state’s primary provider of management and technical assistance to the business community, the SBTDC’s primary focus is providing management counseling to established firms, high growth companies, and later stage start-up businesses. Specific assistance areas include strategic planning, marketing, financial management, loan application, capital formation issues, and general business management. The SBTDC provides linkages between the business community and Appalachian’s faculty and graduate business students. Through their regional offices, the SBTDC also provides access to experts in technology development and commercialization, government procurement opportunities, and international trade and market research.

**Turchin Center for the Visual Arts**
The Turchin Center for the Visual Arts fulfills Appalachian State University’s long-held dream of providing a home for world-class visual arts programming. The center is the largest facility of its kind in western North Carolina, eastern Tennessee, and southwestern Virginia, and is named for university benefactors Robert and Lillian Turchin. Featuring two wings of exhibition and support space, and the Arnold P. Rosen Family Education Wing, the Center is located on King Street in the heart of downtown Boone, North Carolina. The Turchin Center’s exhibitions focus on a blend of new and historically important artwork and feature works of nationally and internationally renowned artists, as well as many of the finest artists of the region. However, the Turchin Center is more than a facility devoted solely to the viewing of art. With its multi-faceted programs and its Community Art School, the Center is a dynamic, living, breathing presence in the Appalachian community, creating opportunities for people of all ages and backgrounds to experience the power and excitement of the visual arts. The Center also supports academic areas on campus by housing courses that bring hundreds of students to the center on a daily basis.

**Mission Statement:** The Turchin Center for the visual Arts supports the mission of Appalachian State University through regionally significant exhibition, education, and collection programs. Underlying the Center’s mission is the belief that the arts play vital roles in the development of creative and critical potential, and in experiencing, interpreting, understanding, recording, and shaping culture. The Center provides a place to investigate these roles by implementing programs that engender and strengthen Appalachian community participation in and ownership of the arts, and an emphasis is placed on partnerships with the University’s academic areas. Through its programs and partnerships, the Center supports the University’s role as a key regional educational and cultural resource and offers a dynamic space where participants experience and incorporate the power and excitement of the visual arts into their lives.

**Connecting Campus and Community:** The Turchin Center’s ideal location on King Street—in the heart of downtown Boone, yet within the physical boundaries of the Appalachian campus—places it at the crossroads between campus and community. The building was designed to make the arts more accessible to the Appalachian community both physically and visually, and to serve as a gateway to the greater campus beyond the center. The pedestrian entrance area features several areas for public sculpture, including the Kay Borkowski Sculpture Garden. Visitors are able to walk through the gardens and access nearby Valborg Theatre, the Belk Library and Information Commons, and the University Bookstore.
With primary responsibility for the academic mission of the University, the Office of Academic Affairs is committed to the principle that providing students with ready access to skilled and dedicated faculty remains the surest formula for producing graduates of exceptional quality. In classrooms, laboratories, libraries and studios across our campus - and, increasingly, all across the globe - Appalachian's faculty and students are carrying that tradition forward into new times and new places.

**Belk Library and Information Commons**

The Belk library and Information Commons is centrally located on Appalachian’s campus and provides ready access to a wide range of information resources. The Library houses over 853,000 books; 1,529,200 microforms; and 81,800 sound recordings, videos, and other non-print media. It has active subscriptions to 7,700 scholarly and popular journals, newspapers, and serial publications in print and electronic formats. Access to more than 105,000 electronic titles is available through the Library’s website, which includes Appalachian’s online catalog, the library catalogs of the other UNC institutions, and both full text and citation databases. The Library has seventy-five faculty and staff to acquire and manage its collections and to assist people with their research and information needs. It contains areas for individual and group study, electronic classrooms, a multimedia production suite, a lecture hall and a 24-hour study area and cyber-café.

The Library has several special collections. The fourth floor of the Library and Information Commons houses the W.L. Eury Appalachian Regional Collection, the Stock Car Racing Collection, the University Archives and Records, and the Bill and Maureen Rhinehart Rare Books Room. The Justice Query Instructional Materials Center containing resources for teacher education and instructional development is on the ground floor. The Music Library, located on the second floor of the Broyhill Music Center, contains the books, scores, and sound recordings that support the curricula of the Hayes School of Music and other Appalachian programs.

Materials not owned by the Belk library and Information Commons may be obtained from other sources. Appalachian is a member of the Western North Carolina Library Network (WNCLN) and shares its automated library system with Western Carolina University and the University of North Carolina at Asheville. WNCLN’s ABC Express allows students and faculty at the three institutions to easily borrow library materials from each other. For items not held by the network libraries, interlibrary loan services are provided to students and faculty at no cost and other document delivery options are available.

**Division of Continuing Education**

In cooperation with each of the colleges of the University, the Division of Continuing Education strives to provide educational experiences for those outside the confines of the University through field-based courses, conferences, and camp programs. Although the Division of Continuing Education does not grant degrees, the offices within the Division of Continuing Education work closely with all academic departments and divisions of the University in order to better serve the various groups and populations calling upon the University for its services. The offices within the Division of Continuing Education are:

- The Office of Conferences and Institutes, including Camp Broadstone
- The Office of Extension and Distance Education, including the Appalachian Learning Alliance

**Conferences and Institutes**

The University encourages the use of its resources and facilities by groups that are interested in providing educational and/or recreational workshops, clinics, camps, retreats, conferences, seminars, and meetings. The Office of Conferences and Institutes is responsible for the development, coordination, promotion and management of non-credit continuing education programs. Programs are offered to individuals, utilizing the resources of a diversified faculty and staff and the modern facilities, equipment, and accommodations at the Broyhill Inn and Conference Center, Camp Broadstone, the main campus, and the surrounding region.

Increasingly business, industry, and professional associations are requiring their members to return periodically to school in order to maintain a high level of currency in their fields. Appalachian responds to these needs within its service region in arranging for specially designed non-credit courses and programs and uses the Continuing Education Unit (CEU) as a measure of academic achievement.

**Camp Broadstone:** In an effort to encourage learning and appreciation of the natural world through discovery and participation in firsthand encounters, Appalachian State University provides the facilities and resources of Camp Broadstone to groups seeking outdoor learning experiences. The 53-acre camp is located in Valle Crucis alongside the Watauga River, only six miles from the main campus. The camp facilities provide year-round housing for 100 people (groups
and family) and a multipurpose dining hall capable of feeding 150. During the summer months, the camp operates a six-week residential enrichment program for gifted and talented children.

The University encourages the use of the camp by students, faculty, staff, community, and civic groups, and constituents of the University's service region.

**Office of Extension And Distance Education**

The Office of Extension and Distance Education is the administrative unit of the University responsible for the implementation of off-campus degree credit programs and courses. Through coordination with the academic departments, institutional resources are extended into the University's service region primarily via The Appalachian Learning Alliance, a cooperative partnership between Appalachian State University and ten regional community colleges, and the UNC Graduate Centers.

**The Appalachian Learning Alliance** is comprised of ten area community colleges and Appalachian State University. The goal of the Alliance is to provide undergraduate degree-completion and graduate degree programs on the campuses of these community colleges in order to support increased access to educational opportunities for individuals who are unable to attend on-campus offerings at Appalachian State University. The community colleges included in the Appalachian Learning Alliance are: Caldwell Community College and Technical Institute, Catawba Valley Community College, Cleveland Community College, Forsyth Technical Community College, Isothermal Community College, Mayland Community College, McDowell Technical Community College, Surry Community College, Western Piedmont Community College, and Wilkes Community College.

Appalachian also has graduate degree programs offered at the North Carolina School of the Arts, the Graduate Center at UNC-Asheville, Hickory Regional Higher Education Center, and selected other locations. For a list of current programs and locations, please consult the Office of Extension and Distance Education web site.

**Graduate Programs offered at a Distance:** While “distance” may mean “online” in some circumstances, most of Appalachian’s off-campus programming is taught face-to-face at site-based locations in western NC. Additionally, selected programs and courses are classified as Web-assisted (with a combination of face-to-face and online delivery) or exclusively Web-based (with online instruction only).

Generally, the off-campus programs are cohort-based, meaning an identified group of students begin their programs of study together and continue to graduation. Beginning dates of cohort programs vary. Contact the Office of Extension and Distance Education on the website or at 800.355.4084 for more information about program locations and starting dates.

**Information Technology Services**

Information Technology Services (ITS) assists students, faculty, and staff in meeting their hardware, software, and communications needs with respect to academic and administrative computing and general computing support. The department works closely with other campus entities to coordinate personnel and resources in support of information technology. The primary areas of responsibility include:

**Technology Support Services:** The primary mission of technology Support Services (TSS) is to provide computing service, support, and consultation to the faculty, staff and students of Appalachian State University. Specifically, Technology Support Services designs, implements and troubleshoots technology solutions for faculty, staff, and students. A standard set of recommended hardware(s) and software applications is provided with specific software available where needed. Consulting support is provided to assist with configuring and purchasing new computers, printers, peripherals, and other technology devices for office as well as home use. Consulting services for classroom technologies is also provided to the university. TSS provides statistical consulting in support of instruction, research, and administrative needs, and offers training in the use of supported statistical software. Phone support is provided for all users to ask questions or report problems with on-campus machines as well as their personal machines. Office and residence hall visits are made by consultants when necessary. Our walk-in center is also available for students, faculty, and staff for their technology needs. Computer labs are available throughout campus and are equipped with both Macintosh and Windows computers and have a variety of software with laser printing available. Most labs are staffed by trained student operators. For more information, contact us at 828.262.6266 or through the web at http://www.support.appstate.edu.

**Enterprise Administrative Applications** the primary mission of the Enterprise Applications section is the design, development, implementation, and support of administrative applications on a variety of server platforms. The primary focus is to support the SungardHHE Banner system consisting of advancement, financial, financial aid, and student services. Consulting services are provided to users in assessing different approaches and addressing potential solutions in meeting demands for services. This group is responsible for investigating and implementing new technology solutions as cost effective alternatives become available in providing business solutions. The Database Administration and Reporting section is responsible for oracle tuning, assisting the applications section to manage the test and production environment, support resolution of problems and coordinate test and pre-production database instances with users. The Reporting group supports the reporting standard as adopted by the campus, provides training and coordinates user work sessions, and maintains security access for all Banner applications.
**Learning Technology Services:** The mission of this unit is to provide training, consulting, and instructional design services to faculty using computer technologies for instructional purposes and to provide training services in personal computer applications to university employees. Specific responsibilities of ICS include: develop and deliver training and consulting services for the appropriate integration of computer technologies into teaching and learning; provide a variety of computer training services to Appalachian faculty, administration, and staff; provide facilities and support for video classes and videoconferencing; assist faculty and departments in the integration of learning into their curricula; advocate for resource allocations necessary to effectively use and explore potential uses of computing in teaching and learning; promote the integration of computer technologies with other available pedagogical tools; collect, analyze and disseminate information relating to “best practices” in instructional computing, both within the University and the UNC System; provide a focal point for University efforts and initiatives relating to teaching and learning with technology; and be the liaison from Appalachian State University to the teaching and learning with technology collaborative component of the UNC general Administration. ICS works closely with other areas of the University including all areas of Information Technology Services, the Hubbard Center for Faculty development, the University Libraries, and IT specialists in the various colleges. The primary mission of the Webmaster section is to provide consultation on the design, flow, navigation, and content of university web pages and to assist in supporting web-based university applications. Also, this section does extensive consulting with division and departmental individuals in all technical matters related to webpages.

**Network Infrastructure and Control Systems:** This unit provides technical computer networking infrastructure support to authorized users for access to the university communications backbone. This includes the design, installation, monitoring, and support of specialized communications equipment attached to the campus backbone as well as access to external networks as required by campus users. Network security, network user registration, and network configuration functions are provided by this group. This group supports and configures all switches, wireless access points, and routers that make up the university data network backbone. This unit coordinates its activities closely with other campus units involved with premise wiring, backbone planning, and support.

**Operations Support Services:** This unit is responsible for providing a stable production server environment for local and remote access to the central computer facility. This includes support for production batch processing, handling and distribution of computer generated output, optical scanning, coordination with users, system monitoring, disk backups, equipment installation, coordination of hardware maintenance services, monitoring of equipment and involvement in the resolution of problems. This group also coordinates the ordering and monitoring the use of specialized computer output forms and preparation for distribution.

**Security Administration:** The primary purpose of this unit is to assist in the development and review of the security program, monitor compliance, perform vulnerability assessments, promote good security practices across the campus and work with the technology staff to implement and maintain adequate protection for workstations and servers for the enterprise. It is also responsible for the management of prevention and intrusion devices as a means of protecting valuable information and resources on the campus. A daily review of logs is performed and appropriate actions are taken to resolve issues or measures are taken to reduce future risks.

**Desktop Administration and Development Systems:** The primary mission of this unit is to maintain and support server resources on Appalachian’s network for direct use by faculty, staff, departments and students, including file services for departmental and personal data areas. This group also provides central Windows, Novell, and Macintosh enterprise server system administration support.

**Server Management Systems:** This unit is responsible for enterprise application server deployment, system tuning, monitoring of equipment and resolution of problems. This group supports all major software and hardware platforms as necessary to operate the enterprise. This includes the administration and updating of the servers, application of critical software patches for security purposes and installing and updating software in a timely manner to support user applications.

**Office of Equity, Diversity, and Compliance**

Diversity may be defined as “the presence of a wide range of variation in the qualities or attributes under discussion.” Synonyms for diversity include variety, multiplicity, assortment, and range. Antonyms include uniformity, standardization, and homogeny. The word “diversity” encompasses all aspects of the world around us and all aspects of the world within us. At the intersection of these two worlds lies the locus of education. A liberal arts education is an exercise in the exploration of a variety of disciplines, from a multiplicity of perspectives, yielding an assortment of results, depending on the characteristics of the participants.

The Office of Equity, Diversity and Compliance oversees campus-wide initiatives that develop, sustain, and extend living, learning, and working environments that are fair, inclusive, and welcoming for all members of the Appalachian State University community. Diversity in all its aspects is celebrated and cultivated through teaching, programming, and the building of community.

Concerns about unlawful harassment presented by any member of the university community are addressed by an equity officer and brought to resolution if indicated. The training of all employees to recognize and prevent discrimination in
the workplace is integral to creating and sustaining a vital culture that extends equal opportunity for all people to learn, work, and grow to their fullest potential.

Equitable access to education and employment for all students, faculty, and staff is an institutional imperative, as is the vigorous recruitment of an increasingly diverse student and employee population. The Office of Equity, Diversity and Compliance upholds the values of evenhanded hiring practices for all employees, as well as accommodation for individuals with disabilities, by providing guidance in interpreting both the letter and the spirit of federal law, state law and Appalachian State University policy. For more information or to make an appointment call 828.262.2144 or visit the website.

Office of International Education and Development (OIED)  http://www.oip.appstate.edu

The Office of International Education and Development (OIED) coordinates a variety of international programs, including services to students and faculty interested in study, research, and teaching abroad. This is carried out in support of Appalachian’s institutional goals of providing a well-rounded education, and with the understanding that students of the University must be prepared for citizenship in an interdependent world. OIED sponsors and coordinates various exchange programs for students and faculty and issues international student identification cards.

Education Abroad: Through bi-lateral exchange, consortia, and affiliated agreements Appalachian students have access to approximately 200 foreign sites to consider for semester and year programs of study. OIED maintains direct relationships with many institutions abroad, and Appalachian is a member of the International Student Exchange Program (ISEP). While many locations offer the opportunity to study in a foreign language, approximately one third of the foreign institutions offer classes in English. Although the programs vary widely in cost, many programs have costs equivalent to tuition and fees at Appalachian State University. Students who receive scholarships and financial aid can apply these benefits to the cost of studying abroad.

The Appalachian Overseas Education Programs offer students a wide selection of ASU faculty led short-term study abroad programs. Students have the opportunity to earn up to nine credit hours, which are applied toward their degree programs while spending two to eight weeks abroad. With the exception of some language programs, Appalachian faculty members teach short-term study abroad courses in English. Financial aid is available for short-term study abroad.

International Student Services: Appalachian hosts a growing number of international students. OIED provides administrative support services for visa processing and immigration regulation compliance, health insurance, taxation, travel planning and housing. OIED also supports international student participation in a range of programs and activities that enhance their overall positive educational experience at Appalachian. International Appalachian (INTAPP), a university-funded student service organization, works with OIED to help orient and accclimate international students to the Appalachian campus.

International Visiting Scholar and Faculty Services: Appalachian hosts a number of international visiting scholars. These scholars teach or team-teach courses with Appalachian faculty members, conduct seminars, mentor students, and serve as guest speakers at various events at Appalachian. OIED provides J exchange visitor visa documents (the DS-2019) to those visitors as well as other support services including housing assistance, insurance coverage, initial transportation to Boone, and help with a variety of other logistic and academic needs.

OIED processes H-1B visa petitions to enable the hire of international tenure-track faculty members. Additionally OIED provides permanent residency visa processing and immigration-related services to these faculty members. The international Faculty, Staff, and Spouse Association (IFSSA) is a vital support resource for all international faculty, staff and their families.

International Research And Development: OIED facilitates international collaborative research and development activities by providing technical support and assistance to faculty and staff, it seeks and locates sources of funds to enable faculty, staff, and students to become involved in international collaborative research and development activities. OIED coordinates the development of international project proposals in collaboration with faculty and staff.

Office of Student Research  http://www.osr.appstate.edu

The Office of Student Research (OSR) works to promote and support research and creative activity of undergraduate and graduate students, particularly activities conducted in collaboration with members of the faculty at Appalachian State University. The primary functions of the OSR are: advocacy for student-faculty research; identifying and pursuing sources of external and internal support for that research; seeking, collecting and disseminating information regarding student-faculty research opportunities; cooperating with other campus units to identify or create research opportunities; coordinating the university’s annual Celebration of Student Research and Creative Endeavors; contributing to the UNC-Office of the President Undergraduate Research Consortium; and participating in national dialogues/meetings devoted to promoting student research.

Office of Summer Sessions  http://www.summer.appstate.edu

The Office of Summer Sessions at Appalachian State University is committed to the University’s primary mission of excellence in teaching and instruction. For this reason, instruction is provided by regular Appalachian faculty members and
highly selected visiting faculty. Mindful of the importance of the development of the total person, Appalachian's summer programs seek to promote the intellectual, cultural and personal development of its students through curricular and extracurricular activities. The University schedules workshops, seminars and traditional courses of varying lengths to allow students to fit their summer studies into other summer plans. Special courses and other programs are offered to teachers and other professionals for both enrichment and the pursuit of advanced degrees. For summer school information, view the Summer School's web site, call 828.262.3154, or write to the Office of Summer Sessions, 238 John Thomas Hall, Appalachian State University, Boone, NC 28608.

William C. Hubbard Center for Faculty Development
http://www.hubbard.appstate.edu

The Hubbard Center for Faculty Development provides support and leadership to faculty members and departments in the development of innovative pedagogies; interdisciplinary teaching; “across the curriculum” competencies; appropriate uses of instructional technology; outcomes-based assessment; scholarly agendas; valid, reliable and efficient faculty evaluation processes; preparation for administrative roles; preparation for global competencies; and effective planning for different career stages. The Hubbard Center is located in the Old Library Classroom Building. For more information, call 828.262.3040.
Student Life

Athletics

Appalachian athletics consists of 20 NCAA division I varsity teams (baseball, men's and women's basketball, men's and women's cross country, field hockey, football, men's and women's golf, men's and women's soccer, softball, men's and women's indoor track and field, men's and women's outdoor track and field, men's and women's tennis, volleyball and wrestling). Nineteen of the 20 sports compete in the Southern Conference, the nation’s fifth-oldest Division I conference, while field hockey is a member of the NorPac Field Hockey Conference.

The Mountaineers’ athletic venues include Kidd Brewer Stadium (football, field hockey, outdoor track and field), the Holmes Convocation Center (basketball, indoor track and field, volleyball), Jim and Bettie Smith Stadium (baseball), Varsity Gym (wrestling), and homes for Appalachian’s soccer and softball programs. Admission to regular-season home athletics events is free for on-campus Appalachian students. For additional ticket information, call the athletics ticket office at 828.262.2079.

Career Development Center

Appalachian provides a full range of career services to assist students and alumni with career-related issues and career management skills. At Peer Career, the Career Development Center’s satellite office, students can receive assistance in identifying academic majors and career options compatible with their interests, abilities, and values. Computerized guidance programs and other assessment tools assist with this process.

The Career Development Center offers individualized advising on self-managed career development, experiential learning, and personal marketing strategies. Students can access the Resource Library and cutting-edge web site for a variety of resources on careers, internships, graduate schools, employers, and full-time job opportunities. A student employment program is also available for identifying part-time, on- and off-campus, and summer work opportunities.

Special services for graduating student include on-campus interviews and online career accounts for posting resumes and viewing job openings. Workshops, mock interviews, and resume critiques help prepare students for the job search, while career and internship fairs provide the opportunity for students to make direct contact with a wide range of employers.

Center for Student Involvement And Leadership

The Center for Student Involvement and Leadership, a part of the Division of Student Development, recognizes that the development of the whole student is achieved through in-class and out-of-class learning opportunities and experiences. These experiences are provided through programs designed to enhance leadership, intellectual, personal, cultural, and professional development. It is believed that when afforded opportunities for learning and growing, students will graduate from the institution with a better understanding of themselves and their peers, organizations, chosen professions, and responsibilities as part of a larger community.

Programs and services are grounded in the philosophy that all students be given opportunities and responsibilities for engaging in activities, programs and services relevant to their individual, educational and professional goals. The Center, through the implementation of student development theories in traditional and non-traditional settings, assists students in developing environments that enhance diversity, promote ethical and moral development, and provide leadership and experiential learning opportunities. To this end, the Center promotes personal growth opportunities, leadership development, social development, and student accountability through personal counseling and instruction, practicum and experiential learning opportunities.

More than 250 clubs and organizations are recognized by the University with over 8,000 students involved in these groups. Academic, honor, special interest, service, religious, and activity organizations are open to all students. There are 23 fraternities and sororities that comprise the Greek system and maintain an active presence on the campus. Students have an opportunity to learn about clubs through club expos held each year, club advertising and recruitment activities, new student orientation and by visiting the Center. Research shows that involvement can be a positive factor for academic success and personal satisfaction with your college experience. Students who become involved on-campus more often than not get better grades and indicate that they have had a more positive experience in college. Students who become involved in organizations related to their major find such involvement reinforces classroom learning as well as providing valuable hands-on experience.

The Center offers a wide variety of leadership and involvement opportunities for all students. Whether you are interested in taking leadership classes for credit, attending conferences and seminars, or receiving individual advisement, the Center staff can provide that support. Programs range from an Emerging Leaders Program for new students to a Keystone Series for seniors and everything in between. Students have access to the Leadership Resource Center where books, videos, and instruction materials about leadership are available.
Counseling And Psychological Services Center
http://www.counseling.appstate.edu

The Counseling and Psychological Services Center is part of a comprehensive program of student services within the Division of Student Development at ASU. The Center has as its primary purpose the prevention of psychological difficulties and treatment of the mental health concerns of its students. To meet this goal, the Center provides confidential individual, couples and group counseling for a variety of developmental and psychological issues. Concerns addressed in therapy range from personal growth and educational decisions to more serious issues that can cause psychological distress and interfere with academic functioning. The Center also provides 24-hour emergency response services when classes are in session for students experiencing extreme psychological crises. The Center is staffed by licensed psychologists and counselors and serves as a training site for an APA-accredited predoctoral psychology training program, as well as externs and practicum students for the Clinical Psychology and Human Development and Psychological Counseling graduate programs at ASU.

The Center also seeks to assist in the creation and maintenance of a University environment that will foster the well-being and personal development of its members. The Center provides outreach programs and psychoeducational workshops in a variety of venues to address such issues as eating disorders, sexual assault, career choice, substance abuse, stress management and suicide prevention. Center staff also are available to consult with University students, faculty, staff and others concerned about the psychological well-being of any University student.

The **Student Wellness Center** offers programs promoting health awareness and healthy lifestyle choices, including weight management, smoking cessation and biofeedback. The Alcohol and Drug Assistance Program at the Wellness Center offers a variety of prevention education services and individual and group substance abuse assessment and counseling services.

The **Peer Career Center**, co-sponsored by the Counseling and Psychological Services Center and the Career Development Center, offers assistance in career choice and planning. Trained and supervised student counselors assist students in learning about themselves and the world of work, making decisions, and developing career plans.

Food Services
http://www.foodservices.appstate.edu

Appalachian owns and operates its own food services in various campus facilities. The University Cafeteria, Chick-Fil-A, and the Food Court are located in Welborn Hall; McAlisters Deli and the Cascades Cafe’ are located in the Plemmons Student Union; Park Place Cafe’, the Pizzeria, TCBY, and The Market are located in Trivette Hall; and The Jackson Dining Room is located in The Broyhill Inn and Conference Center.

Food Services offers a wide variety of choices in our catering department including a sit down banquet, picnic, cook out, or supplies for a party. Call the catering assistant at (828) 262-6143 to place your order. Order from the bakery by calling (828) 262-3061. Orders must be placed 24 hours in advance of the date needed.

Electronically encoded **APP CARDS** are issued from the APPCARD Office in the lower level of Trivette Hall to all students upon their arrival on campus. The cards provide access to campus events and fee-supported services including the use of the library, admittance to intercollegiate athletic events, use of the infirmary, the physical education facilities, Quinn Recreation Center, Mt. Mitchell Fitness Center, and door access to residence halls. In addition to the official identification function of the card, it also manages two separate debit accounts - the **Meal Account** and the **Appalachian Express Account**.

The Express Account is optional and provides for the use of the card to pay for services in Food Services, the University Bookstore, Crossroads Coffee Shops, the Infirmary, the Athletic Ticket Office, Student Programs, Student Accounts, Belk Library, Vending, Laundry (selected washers and dryers), The Market, and Broyhill Inn’s Jackson Dining Room. Official withdrawal at any time from the University will entitle the student to a refund of unspent funds on her or his Express Account.

Appalachian Express balances in excess of $50.00 can be refunded, once per year, to students who so request it by the last working day before commencement in May. Refunds will be issued from the Student Accounts Office.

Graduate Student Association Senate
http://www.gsassenate.appstate.edu

The Graduate Student Association Senate (GSAS) of Appalachian State University is an elected body through which the graduate students express their concern for the welfare of the graduate students at the University, develop and disseminate ideas for the improvement of graduate education, and contribute to the formation of relevant University policy. GSAS is the representative, deliberative, and administrative organization of the graduate student body of Appalachian State University, and is a duly constituted collegiate organization within the Graduate School.

Housing and Residence Life
http://www.housing.appstate.edu

Appalachian State University asks that graduate students, as well as international students, make their own arrangements for housing while enrolled. Limited accommodations are available at the university-owned family housing complex, Mountaineer Apartments. Ninety furnished units, which include vertical blinds, range, frost-free refrigerator, and wall-to-wall carpeting are available each year. An extensive waiting list does exist, so interested students are encouraged to apply as soon as possible.
STUDENT LIFE

Rental information and applications may be obtained for Mountaineer Apartments in the Office of Housing and Residence Life. The Office of Housing and Residence Life also maintains files of off-campus housing accommodations (sub-leases, apartments, and houses for rent). Feel free to come by our office if you are interested in reviewing this information. The telephone number of the Office of Housing and Residence Life is 828.262.2160.

Multicultural Center

Multicultural Student Development Program, coordinated through the Center for Student Involvement and Leadership, works to create a community conducive to the needs of our multicultural students while also educating the larger community to multicultural issues through cultural, educational, and social programs. The Multicultural Center, located in the Plemmons Student Union, provides a bridge that connects and promotes the uniqueness of various multicultural groups by encouraging respect and appreciation for the history, traditions, and culture of these groups. The Student Women's Center, also located in the Student Union, strives to foster an environment that creates opportunities for the education, leadership development, and personal growth of women, regardless of their background or beliefs.

Parking and Traffic

The University Parking and Traffic Department is responsible for providing parking services and traffic control for all faculty, staff, students and visitors to the campus. Individuals who wish to park a motor vehicle on University controlled property between the hours of 7:00 a.m. and 5:00 p.m., Monday through Friday, must obtain a parking permit from the Parking and Traffic Department before doing so. Several types of permits are available, dependent upon the category of the registrant. The appropriate permit will be provided at the time of registration, subject to availability. Fees are charged for parking permits, as designated by the University’s Board of Trustees.

For further information, please contact the Parking and Traffic Department at 828.262.2878, visit the website, or visit our office in the Rivers Street Parking Deck.

Postal and Banking Services

A United States Post Office Contract Station is maintained by Appalachian in the Student Support Building. A mailbox is provided for most students. The student’s University mailbox address is used by the University for communicating with each student. For this reason, students are responsible for checking their University mailboxes frequently. Students enrolled in an off-campus extension course will probably not have a mailbox. Visit our website for a complete description of services. Convenient banking services are located in the lobby of the University Bookstore.

Social Order of Graduate Students

The Social Order of Graduate Students is a social support network of graduate and non-traditional students attending Appalachian State University. SOGS is dedicated to helping students get acclimated to Boone and Appalachian through orientation activities and the online grad student handbook; help finding housing and roommates; bringing people together through social programming and intramurals; and providing overall support throughout the year. Members of the Social Order get a T-shirt, access to the listserv, and discounts on most SOGS events.

Student Conduct

The Office of Student Conduct works collaboratively with the larger Appalachian State University community to create a safe and secure scholarly atmosphere, where academic and personal pursuits are achieved through interpersonal care and respect for the academic mission of Appalachian State University. It is the responsibility of every student to abide by the Appalachian State University Academic Integrity Code and the Code of Student Conduct. It is also the responsibility of the instructional faculty to maintain academic honesty and integrity. Commitment to academic integrity is inherent in the policies of the institution.

All acts of academic dishonesty violate standards essential to the existence of an academic community. Some suspected offenses may be handled by the faculty. All other alleged offenses are handled by the Office of Student Judicial Affairs and/or the Academic Integrity Board, which is composed of students and faculty. The Chair of the Academic Integrity Board is elected from among its members. Sanctions imposed by the Academic Integrity Board range from the awarding of the grade of “F” for the course to expulsion from the University. Users are advised to contact the Office of Student Judicial Affairs to assure they are consulting the most recent edition of the Code.

Student Health Services

Medical services are provided to qualified students by the Mary S. Shook Student Health Services at its location on the second floor of the Mary Shook Student Support Services Building on Howard Street. Out-patient clinic hours are 8 AM-4 PM, Monday-Friday while school is in session. An After-Hours Nurse Clinic is open limited hours on weekday evenings and weekends. Persons requiring the services outside of regular clinic hours or those needing a type of service not available at the
Health Service may be referred to off-campus physicians or to the Watauga Medical Center. In such cases, the student is responsible for all charges incurred.

A current, validated, ID must be presented before each visit to the Health Service. Students paying fees for nine or more credit hours during an academic semester or at least one credit hour during a summer term are eligible for care at the Health Service. Students who are enrolled and pay fees for less than those hours may elect to pay the health service fee at the Student Accounts Office and be eligible for care. The Health Service is funded by student health fees. Many services provided require no payment other than the health fee, though there is a nominal charge for some services.

Contacts with the Health Service are confidential. Records are maintained separately from the University records for the use of Health Service personnel and may be released only with written permission by the student.

The Health Service does not issue medical excuses for class absences due to illness or injury. Students who withdraw from the University for health reasons should do this through the Health Service and must receive a medical clearance before being re-admitted. This clearance must present evidence that the condition, which necessitated withdrawal has improved and that there is reasonable expectation of the student’s ability to participate in University life.

North Carolina law requires that all students have a complete immunization record on file at the Health Service. Students not in compliance will be administratively withdrawn from the academic term in question.

**Student Programs**

http://www.studentprograms.appstate.edu

Student Programs, a division of Student Development, provides the Appalachian community with a variety of social, cultural, recreational, and educational programs and experiences. Producing student programs provides involved students with valuable work related skills in managing, leading, organizing, communicating, motivating others, budgeting, advertising, etc. Student Programs operates the Plemmons Student Union, and Legends Social Center to provide facilities and services for programming, meetings, bands, parties, and the general enhancement of life at Appalachian.

The **Appalachian Popular Programming Society (A.P.P.S.)** is the all-campus programming organization sponsored and advised by the Department of Student Programs. Membership is open to all interested students and provides excellent leadership opportunities. A.P.P.S. has two major goals. One is to enhance the quality of campus entertainment. The second is to provide significant “hands on” learning experiences and leadership opportunities for involved students. The organization is made up of an executive cabinet and the following student-run programming councils: stage shows, special events, club shows, films, concerts, the Council for Cultural Awareness, and the Appalachian Heritage Council.

The **Plemmons Student Union** is staffed by Appalachian students. There are a number of services and facilities located in the Union. They include the ACT Community Outreach Center, the Coffeehouse, Peer Career, the Multi-Cultural Center, two Ballrooms, Art Gallery, lounges and various meeting rooms. The McAlisters Deli and the Cascades Café, two campus eateries, are located in the Union. Other services provided in the Union include the information desk and the Mt. Mitchell Fitness Center, computer labs, study rooms, and Outdoor Programs. The new Greenbriar Theater is a popular location for free classic films. The new Summit Trail Solarium is the prime gathering place for students at Appalachian. A patio and amphitheatre are also available for outdoor performances, receptions, etc. Room reservations can be made by calling (828) 262-2479.

**Legends** is Appalachian’s social and entertainment center. Under the supervision of a full-time manager, it is staffed by student employees. A wide variety of entertaining programs occur in Legends and are coordinated by the A.P.P.S. councils. Such programs include regional and local bands, national entertainers, theme parties, discos, comedians, and movies. Recent performances have included the Dave Matthews Band, Outkast, Coolio, Hootie & the Blowfish, Widespread Panic, and Far Too Jones, to name a few.

**Student Publications**

http://www.studentmedia.appstate.edu

Student Publications provides students the opportunity to become involved with campus media while developing writing, editing, photography, graphic design and advertising skills that enhance classroom learning and provide hands-on experience that translates to job opportunities on leaving the University. The Appalachian, the University’s award-winning twice weekly paper, is distributed free on-campus to keep students informed of important campus events. The Appalachian Online is Student Publications’ worldwide web site containing the latest news from the pages of The Appalachian, as well as links to other sources of information. Both the print version of The Appalachian and the online version offer an instructional experience for students interested in careers as student journalists. Students learn the responsibilities of a free press by making all content decisions. This office is also charged with the design and publication of The Rhododendron yearbook.

**Testing Services**

http://www.testing.appstate.edu

The Office of Testing Services, as a part of the Division of Student Development, provides a Computer Based Testing Center for students to take national entrance/certification exams. Students can test at their own convenience at one of the twelve computer stations located in John E. Thomas Hall.
A list of tests offered include the GRE (Graduate Record Examination), GMAT (Graduate Management Admission Test), PRAXIS I (national teacher certification test), TOEFL (Test of English as a Foreign Language), the MAT (Miller Analogies Test) and CLEP tests (College Level Examination Program). In addition to computer-based tests, paper and pencil tests are administered on national test dates throughout the year. They include PRAXIS II, LSAT (Law School Admissions Test), GRE Subject Tests, NCE (National Counselors Exam), the MCAT (Medical College Admission Test), and the PCAT (Pharmacy College Admission Test).

**University Bookstore**

The University Bookstore, conveniently located on-campus, offers a complete line of student supplies and services. As part of the Bookstore, the Scholars Bookshop provides a wide selection of general reading materials and required supplemental and graduate textbooks. The Computer Shop offers educational prices on computer hardware and software. Also available is a large selection of Appalachian Wear clothing and Appalachian gift items. Profits generated by these operations help provide scholarships for qualified students. The University Bookstore accepts the Appalachian Express Account as well as Master Card and VISA.

Graduate students and students in extension and distance learning classes are required to purchase their course materials, including textbooks.

**University Police**

The University Police Department is responsible for protecting life and property at Appalachian by providing emergency and non-emergency law enforcement services, crime prevention, safety and criminal investigative services.

For any on-campus emergency, simply dial 8000 from any on-campus phone. To report a crime or any other suspicious activity, call 828.262.2150 or use one of the over 60 Blue Light emergency telephones located throughout campus. To report a crime anonymously, call “Crimestoppers” at 828.262.4555. For more detailed information about the Police Department, Crime Statistics, Programs and Services, visit the webpage.
The Dean of the Graduate School is responsible for the admission of all graduate students. All students taking graduate courses must make formal application to the Graduate School prior to enrolling in any graduate course work. All materials submitted, including transcripts, become the property of Appalachian State University and cannot be forwarded or returned.

All applications and inquiries should be addressed to:
Gratis D. Williams Graduate School
P O Box 32068
232 John Thomas Hall
Appalachian State University
Boone, NC 28608
828.262.2130
gradadmissions@appstate.edu

Location and Mode of Instruction for Graduate Programs
The location of instruction for graduate programs depends upon demand; most of Appalachian’s graduate programs are open for enrollment on the main campus in Boone. Graduate programs in business administration, community counseling, criminal justice, gerontology (certificate), public administration, and many related to Education are offered at a distance either in addition to or instead of the on-campus program. While “distance” may mean “online” in a few circumstances, most of Appalachian’s off-campus programming is taught face-to-face at site-based locations in western NC. Only few programs are exclusively Web-based (i.e., with online instruction only). Generally, the off-campus programs are cohort-based, meaning an identified group of students begin their programs of study together and continue to graduation. Beginning dates of cohort programs vary.

Individuals planning to enter Appalachian’s off-campus graduate programs must contact the Office of Extension and Distance Education (800.355.4084 or http://www.ext-dl.appstate.edu) for information regarding upcoming program offerings and the respective application submission dates. The deadlines for both on- and off-campus programs are listed later in this section, but off-campus deadlines are subject to change as cohorts are advertised and scheduled.

Admission Requirements
Requirements described in this Bulletin are minimum requirements for consideration and do not guarantee acceptance. Programs are selective, and admission decisions are based on consideration of all materials submitted. A limited number of students who do not meet the minimum standards may be allowed to enroll with provisional status. Students from under-represented groups are encouraged to apply.

Academic Preparation: Enrollment in a degree or certificate program or as a graduate non-degree student requires, without exception, a baccalaureate degree or graduate degree from a college or university of recognized standing. International applicants must have earned the equivalent of an American four-year baccalaureate degree.

Entrance Exam Scores: All degree programs and selected certificate programs require official test scores less than five years old. Scores must be submitted directly to the Graduate School from the testing organization. The Doctoral program and all programs in the College of Arts and Sciences, the College of Fine and Applied Arts, the Hayes School of Music, the Department of Human Development & Psychological Counseling require the general test of the Graduate Record Examination (GRE). The Walker College of Business requires the Graduate Management Admission Test (GMAT).

Programs in the following departments accept the Miller Analogies Test (MAT) in lieu of the Graduate Record Examination (GRE) general test: Curriculum and Instruction; Language, Reading and Exceptionalities; Leadership and Educational Studies. None of the degree or certificate programs require GRE subject tests for admission.

Appalachian’s Office of Testing Services administers the Miller Analogies Test, the Graduate Record Exam, the Graduate Management Admission Test, the Test of English as a Foreign Language, and other examinations - charging fees, when applicable, in accordance with the schedule of fees maintained in the Testing Center http://www.testing.appstate.edu.

Recommendations: All degree programs and selected certificate programs require recommendations in support of the application for admission. When possible, applicants are encouraged to seek recommendations from academic or professional references rather than personal or character references. Some programs require recommendations from individuals who know the applicant in specific ways, such as a work supervisor. See the program listing in this Bulletin for specific information.

Proof of Licensure for Teacher Education Programs: Applicants to teacher-education degree programs in all disciplines must hold, or be eligible to hold, a North Carolina “A” teaching license, or a comparable license in another state.
ADMISSIONS

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Program Specific Criteria: Each program specifies any additional materials required, e.g., writing samples, letters of intent, questionnaires. See the program listing in this Bulletin for specific information.

Additional Admission Requirements for International Students

International students must further demonstrate their ability to succeed in graduate school through evidence of English language proficiency and of financial means.

English Proficiency for International Students: Applicants from outside of the United States, English-speaking Canada, Great Britain, Ireland, Australia, and New Zealand must submit official scores from a test of English as a Foreign Language (TOEFL or IELTS) as early as possible. These test scores must be no more than 2 years old. Minimum Scores: For the internet based TOEFL, 79 with no subsection under 11. For the computer based TOEFL, 217 with no subsection under 14. For the paper based TOEFL, 550 with no subsection under 45. The IELTS minimum score is 6.5 (7.0 to be considered for financial assistance).

Proof of Financial Ability for International Students: Upon admission to the Graduate School, international students must show evidence of financial ability to pay out-of-state tuition and fees and cost of living. For information on cost of attendance, contact the Office of International Education and Development http://www.international.appstate.edu/students/index.html.

Application Procedures for Degree Programs (Master’s, Specialist or Doctoral)

Applicants seeking admission to a degree program must apply to the Graduate School and be reviewed both within the Graduate School and within the Department housing the degree program. Applicants must submit:

1. A completed on-line application form, including:
   a. a resume to be uploaded as a MS word or PDF document;
   b. the names and contact information for references (3 for master’s and specialist programs; 4 for the doctoral program).
2. The application fee.
3. Official test scores as required for the program selected. To be official, test scores must be sent to the Graduate School directly from the testing agency or be recorded on an official transcript.
4. Official transcripts of all previous college-level academic work, even if included as transfer on another transcript. Transcripts should be secured from the university or college, embossed with the school seal and enclosed in a sealed envelope. Transcripts that do not arrive in the Graduate School in sealed envelopes will be considered unofficial and cannot be used for admission purposes. Former students of Appalachian do not need to submit official transcripts for their Appalachian coursework, but transcripts from other institutions, including transfer credit, must be resubmitted.
5. Any additional information required by the program, such as a questionnaire, writing sample, statement of purpose, proof of teacher licensure, etc. See the program listing in this Bulletin for specific information.

Application Procedures for Certificate Programs

Applicants seeking admission to a certificate program must apply to the Graduate School and be reviewed both within the Graduate School and within the Department housing the certificate program. Applicants must submit:

1. A completed on-line application form, including a resume to be uploaded as a MS word or PDF document.
2. The application fee.
3. Official transcripts showing receipt of a college degree at the appropriate level. Check program listing in this Bulletin for specific degrees required. Transcripts that do not arrive in the Graduate School in sealed envelopes will be considered unofficial and cannot be used for admission purposes. Former students of Appalachian do not need to submit official transcripts for their Appalachian coursework.
4. Any additional information required by the program, such as references, official test scores, a questionnaire, writing sample, statement of purpose, proof of teacher licensure, etc. See the program listing in this Bulletin for specific information.

Application Procedures for Students Wishing to Enroll as Non-Degree Seeking

Persons seeking to take a course as a visiting graduate student, as a teacher seeking licensure or renewal licensure, for professional development, or while preparing an application for admission to a degree or certificate program may request to enroll as a non-degree graduate student. North Carolina citizens over 65 who are registering for a tuition-free course are classified as special students, and therefore are subject to the appropriate regulations stated in the current Undergraduate Bulletin of Appalachian State University.

Applicants seeking to enroll for the first time as non-degree graduate students must apply to the Graduate School. Applicants must submit:

1. A completed on-line application form.
2. The application fee.
3. Official transcripts showing receipt of a college degree. Transcripts that do not arrive in the Graduate School in sealed envelopes will be considered unofficial and cannot be used for admission purposes. Former students of Appalachian do not need to submit official transcripts for Appalachian coursework.

Admission as a non-degree student does not guarantee permission to enroll in specific courses, and some departments may reserve courses for degree-seeking students only. Permission to enroll in a graduate course must be obtained through completion of the non-degree approval form. The form can be obtained from the Graduate School http://www.graduate.appstate.edu/forms.html. Non-degree graduate students seeking licensure who have been evaluated through the Licensure Office in the Reich College of Education are exempt from the non-degree approval form requirement. Coursework taken as a non-degree student is not normally counted toward a graduate degree. If a student is accepted into a graduate degree program after taking non-degree coursework, the student’s advisory committee can petition for no more than 9 semester hours of non-degree status coursework to be included in the program of study.

Requesting a Paper Application
Applicants who are unable to complete the on-line form due to physical limitations may request a paper application from the Graduate School (gradadmissions@appstate.edu).

Deadlines
The completed application and all credentials should be received by the Graduate School according to the deadline schedule in the table below. Programs not listed in the table follow the standard deadlines of November 1 for spring, April 1 for summer session 1, May 1 for summer session 2, and July 1 for fall. Off-campus program offerings and deadlines are subject to change; check the Extension and Distance Education website for up-to-date information http://www.ext-dl.appstate.edu.

Semesters of Admission: Programs that do not accept applications for one or more terms (spring, summer 1, summer 2, and fall) are indicated in the table below with an “x.”

Early Screening Dates: Applicants should pay special attention to the early screening dates (in parentheses) that some programs have established for priority consideration for admission and financial aid. Applicants applying after the early screening date should contact the program to verify that there is still space available for new students.

Closed Programs: The following programs are not taking applications at this time: Romance Languages, French; Romance Languages, French Education; Social Science, Education.

International Applicant Deadlines: In order to allow for sufficient time for credential evaluation and VISA processing, international applicants should apply by the following deadlines:

- Summer 1, Summer 2, or Fall: February 1
- Spring: July 1
- International applicants who submit transcripts through an evaluation service that is a member of NACES (National Association of Credential Evaluation Services, Inc., http://www.naces.org/) may apply two months later than the dates specified above.

Programs with Special Deadlines (and/or Early Screening Dates)
Check On-Line for Most Up-To-Date Information
http://www.gradadmissions.appstate.edu (general information)
http://www.ext-dl.appstate.edu (off campus and on line)
<table>
<thead>
<tr>
<th>Program</th>
<th>Location</th>
<th>Spring</th>
<th>Summer1</th>
<th>Summer2</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Specialist MA</td>
<td>on &amp; off campus</td>
<td>11/1</td>
<td>4/1 on campus</td>
<td>5/1 on campus</td>
<td>on campus 7/1; off campus: 5/15</td>
</tr>
<tr>
<td>Educational Media MA (Instructional Technology Computers)</td>
<td>off campus</td>
<td>11/1 off campus only</td>
<td>x</td>
<td>x</td>
<td>5/15 off campus only</td>
</tr>
<tr>
<td>Educational Media MA (Media Literacy; New Media &amp; Global Education)</td>
<td>on &amp; off campus; online</td>
<td>11/1 (10/15) on line</td>
<td>x</td>
<td>x</td>
<td>7/1 (4/1) on line</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>on campus</td>
<td>x</td>
<td>x</td>
<td>3/1 on campus only</td>
<td>x</td>
</tr>
<tr>
<td>English and English Education MA</td>
<td>on &amp; off campus</td>
<td>11/1</td>
<td>4/1</td>
<td>5/1</td>
<td>7/1 (3/1)</td>
</tr>
<tr>
<td>Exercise Science MS</td>
<td>on campus</td>
<td>11/1</td>
<td>4/1</td>
<td>x</td>
<td>7/1</td>
</tr>
<tr>
<td>Expressive Arts Therapy Certificate</td>
<td>on campus</td>
<td>11/1</td>
<td>3/31 (2/1)</td>
<td>3/31 (2/1)</td>
<td>3/31 (2/1)</td>
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<tr>
<td>Gerontology MA and Certificate</td>
<td>on campus and on line</td>
<td>11/1</td>
<td>x</td>
<td>x</td>
<td>7/1</td>
</tr>
<tr>
<td>History and Public History MA</td>
<td>on campus</td>
<td>11/1</td>
<td>4/1</td>
<td>5/1 (4/1)</td>
<td>7/1 (5/1)</td>
</tr>
<tr>
<td>History Education MA</td>
<td>off campus</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Library Science MLS</td>
<td>on &amp; off campus</td>
<td>on and off campus 11/1</td>
<td>4/1 on campus only</td>
<td>5/1 on campus only</td>
<td>on campus 7/1; off campus 5/15</td>
</tr>
<tr>
<td>Marriage and Family Therapy MA</td>
<td>on campus</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>7/1 (2/1)</td>
</tr>
<tr>
<td>Music Education and Music Performance MM</td>
<td>on campus</td>
<td>11/1</td>
<td>4/1</td>
<td>x</td>
<td>7/1</td>
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<tr>
<td>Music Therapy MMT</td>
<td>on campus</td>
<td>11/1</td>
<td>x</td>
<td>x</td>
<td>7/1</td>
</tr>
<tr>
<td>Physics MS</td>
<td>on campus</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>7/1 (4/1)</td>
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<tr>
<td>Psychology - Clinical Health MA</td>
<td>on campus</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>7/1 (2/15)</td>
</tr>
<tr>
<td>Psychology - General Experimental MA</td>
<td>on campus</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>7/1 (3/1)</td>
</tr>
<tr>
<td>Psychology - Industrial / Organizational MA</td>
<td>on campus</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>7/1 (3/1)</td>
</tr>
<tr>
<td>Psychology - School MA/SSP</td>
<td>on campus</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>7/1 (2/15)</td>
</tr>
<tr>
<td>Public Administration MPA</td>
<td>on &amp; off campus</td>
<td>on campus 11/1 (9/15)</td>
<td>4/1 on campus only</td>
<td>5/1 on campus only</td>
<td>7/1 on campus only</td>
</tr>
<tr>
<td>Reading Education MA</td>
<td>on &amp; off campus</td>
<td>on and off campus 11/1</td>
<td>4/1 on campus only</td>
<td>5/1 on campus only</td>
<td>7/1 on campus only</td>
</tr>
<tr>
<td>School Counseling - Professional MA</td>
<td>on campus</td>
<td>x</td>
<td>4/1 (1/1)</td>
<td>5/1 (1/1)</td>
<td>7/1 (1/1)</td>
</tr>
<tr>
<td>Social Work MSW</td>
<td>on &amp; off campus</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>3/15 on campus only</td>
</tr>
<tr>
<td>Special Education MA</td>
<td>on &amp; off campus</td>
<td>11/1 (10/15)</td>
<td>4/1 (3/15)</td>
<td>5/1 (4/15)</td>
<td>7/1 (6/15)</td>
</tr>
<tr>
<td>Technology (all programs)</td>
<td>on campus</td>
<td>11/1</td>
<td>4/1</td>
<td>x</td>
<td>7/1</td>
</tr>
</tbody>
</table>

**Admission Status for Degree or Certificate Students**

Persons who apply for admission to the Graduate School, if accepted, may be admitted in one of several categories as described below. If a student does not complete degree requirements within seven years of being admitted, the admission expires.

- **Regular.** Regular admission to the Graduate School is granted to students who meet the requirements for entrance established by a specific program. Conditions, such as the completion of one or more additional undergraduate or graduate courses, may be specified.
- **Provisional.** Provisional admission to a graduate program may be granted in the following circumstances with a recommendation from the program director and the departmental chair of the admitting program: 1) a student whose application materials do not meet the basic criteria for a program, but who has compensating work experience or outstanding alternative credentials; 2) a student whose undergraduate degree is in another discipline but who shows evidence of potential success in the desired program. Students admitted provisionally may be required to take additional prerequisite courses during their first year, and may have to achieve a specific graduate
GPA as determined by the admitting program. Provisionally admitted students cannot hold assistantships, scholarships, or tuition scholarships during the first semester.

- **Tentative.** Students may be admitted either regularly or provisionally under a tentative status. Tentative status is given to any student who must complete a specified requirement prior to registration and enrollment, such as completion of the undergraduate degree.

**Undergraduate Enrollment in Graduate Level Courses**

Seniors with a grade-point average of 3.00 or above may, with written permission from the course instructor, the chair of the department offering the course, and the Graduate School, be permitted to take one or more graduate courses for undergraduate credit. Credit earned in this manner will be used to meet baccalaureate degree requirements and may not be applied toward a graduate degree.

Seniors with a grade-point average of 3.00 or above desiring to enroll in graduate level courses for graduate credit to be applied to a graduate degree may do so provided they have: (1) made application for admission to the Graduate School; (2) made application to take the GRE, MAT or GMAT; and (3) obtained written permission from the course instructor, the chair of the department offering the course, and the Graduate School. No more than 12 hours of credit earned prior to admission under any status or a combination thereof may be applied toward a graduate degree, and then only upon approval by the student’s advisory committee and the Graduate School.

**Leave of Absence**

A graduate student who has begun work toward a graduate degree but who is not enrolled at Appalachian during a specific Fall or Spring academic term will be officially classified as being on leave. A student who is on leave of absence will have no access to university resources, and cannot schedule and pass a thesis or dissertation defense, nor take comprehensive or qualifying examinations. To return after a leave, students must complete a datasheet, available from the Registrar http://www.registrar.appstate.edu/forms.html.

A leave of absence has no effect on the time limit to graduation, i.e., time limit will remain seven years, including the time spent on leave. All students must be enrolled in at least one hour of graduate credit during the academic term in which they graduate.

**Readmission**

Students who have withdrawn in good standing from the University or who have been suspended for academic deficiencies or for other reasons should submit their requests for readmission to their program directors, who will, in turn, make an appeal to the Graduate School. Consideration of requests for readmission of students who have been suspended for any reason will be made in light of the applicant’s ability, evidence of growth and maturity, credits earned at another institution, and time elapsed since leaving Appalachian.

**Disposition of Application Documents**

All documents submitted in support of applications become a part of the permanent records of the University and are not returnable. Documents submitted by applicants who do not enroll will be destroyed after one year.
As a state-supported institution, the University recognizes its obligation to provide educational opportunities to those who will benefit from them. Considerations of space, availability of housing, and other limitations however, place some restriction on the number of students who can be admitted to the University. For this reason, students are requested to apply as early as possible.

**Tuition And Fees**

Tuition and fees are charged by the semester and are due and payable in advance at the beginning of each semester in accordance with payment instructions issued prior to each semester. North Carolina residents are subsidized by the State and pay tuition at the lower in-state rate. Out-of-State students pay tuition at a higher rate.

Fees are paid by both in- and out-of-state students. On-campus students pay fees at a higher rate than off-campus students, who do not use the facilities on campus. Student fees support such services and activities as the Student Health Services, Student Union, Quinn Recreational Center, campus technology, cultural programs, student government, concerts, social activities, forensics, theatre, intramurals, student publications, and attendance at all athletic events on-campus. Current tuition and fee information is available on-line at http://www.studentaccounts.appstate.edu.

In addition, graduate students pay the following charges if appropriate: textbook costs; internship or practicum professional liability coverage; fee for late payment of student account; application for graduation; binding fees for thesis or dissertation.

**Special Note Regarding Unpaid Accounts**

Before taking final examinations at the close of each semester, a student is expected to settle all accounts. A student may not register for a new semester until all charges have been settled. A student cannot receive a degree, certificate, license, or transcript of credits if any account or loan is delinquent.

**Tuition Waiver For Senior Citizens**

By North Carolina statute: “State-supported institutions of higher education, community colleges, industrial education centers and technical institutes, shall permit legal residents of North Carolina who have attained the age of sixty-five (65) to attend classes for credit or non-credit purposes without the required payment of tuition; provided, however, that such persons meet admission and other standards deemed appropriate by the educational institution, and provided that such persons shall be accepted by the constituent institutions of the University of North Carolina only on a spaces-available basis.” Under the statute, “tuition shall mean the amount charged for registering for a credit hour of instruction and shall not be construed to mean any other fees or charges or costs of textbooks.” An application for this waiver must be made each academic term.

**Insurance**

An often unexpected financial burden is the cost of being treated for illnesses or accidents that require admission to the hospital or a visit to a specialist. All students are urged to carry health insurance. Many can be accommodated on plans carried by their parents. Others who do not have this opportunity may contact the Student Health Services (828) 262-3100 concerning the available basic insurance plan open to students for their own coverage and for coverage of their dependents. Insurance is not included in the student fee schedule and must be contracted separately.

**Refund Policy**

The term “refund” should be understood to mean either a) the repayment of money received by the University for tuition and fees, or b) a reduction of charges if tuition and fees have not yet been paid.

**Refund for Withdrawal from the University:** If a student withdraws from the University (i.e., discontinues all classes and formally notifies the Registrar’s Office), a refund will be made according to the refund table found in the “Calendar and Policy Information” in the on-line schedule of classes: http://www.registrar.appstate.edu/schedules/index.html.

The only refund granted is when the student goes through the official withdrawal process from the University. The refund calculation will be based upon the date of official withdrawal from the University. (Students who wish to withdraw should immediately notify the Registrar’s Office, located in John E. Thomas Hall.)

Students who have prepaid tuition and fees will be due a full refund if they are academically ineligible to enroll. Students who do not enroll for reasons other than academic ineligibility will be due a refund LESS any advance payments.
made for tuition, fees, and housing. Students who are suspended or expelled for disciplinary reasons will be given a refund based on the University's normal refund schedule.

Refund for Reduction in Class Schedule: If students reduce their class schedules (drop courses) during the first five days of classes (during the “Drop-Add” period), one hundred percent of the difference in tuition and fees between the original and revised schedules will be automatically credited to their accounts and available for refund. Students who reduce their class schedules (drop courses) after the first five days of classes will not be eligible for a refund.

Refund Policy for Financial Aid Recipients: Please note that reducing your class schedule or withdrawing from the University can affect your status as a financial aid recipient. Questions about the effect of either schedule reduction or withdrawal from the University should be directed to the Office of Student Financial Aid.

If a recipient of financial aid withdraws from the University and is deemed eligible for a refund, that refund does not go directly to the student, but is repaid to financial aid programs according to federal regulations and University policy.

A student officially withdraws when she/he contacts the Registrar’s Office and stops attending or plans to stop attending all classes. A student is considered unofficially withdrawn when the student does not successfully complete any of her/his classes, does not officially withdraw, and the professors document that the student stopped attending the class prior to the 60% point of the period of enrollment. The withdrawal date for an unofficial withdrawal will be the mid-point of the period of enrollment. The Policy for the Return of Financial Aid Funds for Students Who Withdraw from the University applies to official and unofficial withdrawals.

If a student withdraws on or before the 60% point of the term, a percentage of the financial aid will be calculated as earned and a percentage will be calculated as unearned on a pro-rata basis. Once the student has been enrolled for 60% of the term, the student is considered to have earned all of her/his financial aid. Example: The student enrolls in a semester that has 113 days in the term, and withdraws on the 18th day of the term, earned and unearned financial aid would be calculated as: 18 days divided by 113 days = 15.9% of your financial aid has been earned and 84.1% is unearned. The unearned amount must be returned to the federal financial aid programs in this order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal PELL Grant
6. Federal Supplemental Educational Opportunity Grant (FSEOG)

The same policy applies to state, institutional, and other types of aid and will be returned in this order:

1. North Carolina Need-Based Grant (NCNB)
2. Institutional Grants, Waivers, and Scholarships
3. Athletic Grants
4. North Carolina Student Incentive Grant (NCSIG)
5. Other State Aid
6. Outside Scholarships
7. Other Sources

The University will return to the appropriate financial aid program the lesser of the total amount of unearned aid or the institutional charges of tuition, fees, room, and board. The student is responsible for returning any remaining amount to the appropriate programs.

If the student is required to return funds from the loan programs, those funds will be repaid according to the normal repayment terms of the loan program. If the student is required to return funds to the federal grant programs, the student will be required to return only 50% of the federal grant amount that they originally received. If the student is required to return funds from the state, institution, or other sources, the student must return the entire unearned percentage.

If the calculations result in a balance due from the student, a bill will be sent to the permanent home address and will be due upon receipt.

If the student is a Federal Stafford Loan borrower, the student is required to complete Exit Counseling at the time of the withdrawal. The student must complete the Federal Stafford Loan On-Line Exit Counseling at http://www.financialaid.appstate.edu. The Federal Stafford Loan lender will be notified that the student is no longer enrolled, and the loan repayment process will begin. It is important for the student to understand their rights and responsibilities, and completion of the required exit counseling will prepare the student for repaying the loan(s).

If the student is a Federal Perkins Loan borrower, they must contact the Office of Student Accounts at 828.262.2113 to schedule a Perkins Loan Exit Counseling session.

Student Financial Aid
Appalachian State University recognizes that some students do not have the financial resources to meet their educational expenses. Through student financial aid programs, Appalachian makes every effort to assist students in financing their
education. With the exception of certain Appalachian academic scholarships, all students interested in receiving financial assistance must complete the Free Application for Federal Student Aid (FAFSA) on the Web or the Renewal FAFSA on the Web. The student must have a U.S. Department of Education PIN to complete the FAFSA. Obtain the PIN at http://www.pin.ed.gov. Complete the FAFSA at www.fafsa.ed.gov. The paper FAFSA may be completed, but the processing of the paper FAFSA will take longer than the FAFSA on the Web.

In order to receive priority consideration, the FAFSA should be completed as soon after January 1 as possible and before Appalachian’s priority deadline of March 15 for the upcoming year. The FAFSA may be completed after the March 15 filing deadline, but the student will not receive priority consideration for need-based grants. Students must reapply for financial aid each year. Financial aid funding does not transfer from one institution to another. It is the student’s responsibility to inquire about Appalachian’s financial aid application procedures for the academic year or for summer school.

Appalachian State University offers grants, loans, and work opportunities for which a student will be considered once the FAFSA data has been received. Several of these programs are briefly described on the following pages. Further information may be obtained from the Office of Student Financial Aid, which is located on the second floor of John E. Thomas Hall or at http://www.financialaid.appstate.edu.

Financial aid recipients should refer to the “Refund Policy” topic in this section for information concerning the return of funds due to withdrawal from the University.

### Assistance for Veterans, Dependents of Disabled or Deceased Veterans, Members of National Guard/Reserves

The University is approved for training veterans and dependents of deceased or disabled veterans under the following programs administered by the Department of Veterans Affairs:

- Montgomery GI Bill-Active Duty Educational Assistance (Chapter 30)
- Montgomery GI Bill-Selective Reserve Educational Assistance Program (Chapter 1606)
- Post-Vietnam Era Veterans’ Educational Assistance Program (Chapter 32)
- Survivors’ and Dependents’ Educational Assistance Program (Chapter 35)
- Restored Entitlement Program for Survivors (REPS)
- Vocational Rehabilitation (Chapter 31)

Persons eligible to receive these benefits must process an application and enrollment data sheet with the Veterans Affairs Coordinator, Office of Student Financial Aid.

**Children of disabled or deceased veterans**, who are North Carolina residents, may be eligible for a scholarship from the North Carolina Division of Veterans Affairs, Raleigh, North Carolina that pays tuition, some fees, and an allowance for room, and meals. Applications may be obtained from a veteran’s service officer located in the prospective student’s hometown or county.

**Members of the North Carolina National Guard** may be eligible for tuition assistance. National Guard Members should contact their unit to obtain an application.

### Student Employment Programs

Student employment programs are maintained to help students pay educational expenses while attending classes. Students participating in the programs are employed in administrative offices, in colleges and academic departments, and in service facilities such as the bookstore, the library, the food service areas, University Recreation, and the Student Union. The on-campus student employment programs consist of the Student Temporary work program and the Federal Work-Study Program.

On-campus and off-campus job information is provided by the Student Employment Office located in the Career Development Center in John E. Thomas Hall. The function of this office is to provide referral information for on-campus and off-campus jobs for enrolled students. In addition, Student Employment is responsible for placing Federal Work-Study students. You may access our online job board at www.studentemployment.appstate.edu. Choose Student Employment to find links to some of our larger campus employers, or choose the Job Board to search for on-campus and off-campus jobs by category.

Generally, students may work up to 15-20 hours per week in University-operated work programs. Work schedules will be arranged by the student and work supervisor with the understanding that class schedules have first priority.

### Student Loan Programs

Eligible students must be enrolled at least half-time, five credit (not audit) hours to receive a federal loan. Detailed information concerning student loan programs will be included with the financial aid award letter or at www.financialaid.appstate.edu. General information is also available in “The Guide to Federal Student Aid” (published by the Department of Education), which may be obtained from any post-secondary institution or by accessing the Office of Student Financial Aid Web Site at http://www.financialaid.appstate.edu. Loans available to Appalachian graduate students include:

- Federal Subsidized Stafford Loan
Scholarships and Fellowships
A number of scholarships and fellowships are available to qualified graduate students. The Graduate School awards some scholarships to students who have been selected by the Graduate School’s Scholarships Committee; individual programs and departments make other awards. The Graduate School coordinates the Lovill Fellowship, the Chancellor’s Fellowships, Alumni Fellowships, Alumni Scholarships, and Diversity Fellowships. New students may choose to apply for Lovill, Chancellor’s, and Alumni Awards by checking the scholarship box on the application for admission. Continuing students may apply for Alumni awards by submitting a paper application to the Graduate School. Diversity Fellowships require a separate paper application process. Further information can be obtained from the Graduate School http://www.graduate.appstate.edu/gradstudies/prospective/scholarships.html.

North Carolina Need-Based Grant (NCNB)
In order to be considered for this grant, a student must be a resident of North Carolina and have exceptional need. This grant may be awarded to graduate students who meet the above requirements and enroll for at least 9 credit (not audit) hours as a graduate student. Complete the FAFSA to apply for the NCNB grant.

Graduate Assistantships
Competitively awarded graduate assistantships involving teaching, research or service to the University are available in most academic departments, the Division of Student Development, and other units on campus for the Fall and Spring semesters. Additional support in the form of summer assistantships may be available depending upon funding. Students may be classified as a Graduate Assistant, Teaching Assistant, Graduate Instructional Assistant, Research Assistant or Resident Director. Only degree-seeking students are eligible to hold an assistantship, and students who are admitted provisionally must complete one term of enrollment successfully before they are eligible. Students must be registered for at least 9 hours of program of study coursework to hold an assistantship, unless they are in the final semester of study and have completed all program of study coursework, in which case they may carry an assistantship with a 6 semester hour course load.

Quarter, half, three-quarter, and full-time assistantships are possible, in which students work 5, 10, 15 or 20 hours a week respectively. Assistants are permitted to carry an academic load of up to twelve semester hours depending upon the classification of the assistantship. The full-time (20 hour a week) assistantship carries a minimum stipend of $3500 for a semester and $1000 for a summer term. Assistantships do not include reduction in tuition or fees. Further information can be obtained from the Graduate School http://www.graduate.appstate.edu/gradstudies/prospective/assistantships.html.

North Carolina Tuition Scholarships
A limited number of scholarships equivalent to the difference between in-state and out-of-state tuition are available to exceptional students during fall and spring semesters. Requests should be made to the Program Director as early as possible for consideration. Students who receive Tuition Scholarships must complete a full time schedule (at least 9 semester hours per semester) of program of study coursework and must maintain a 3.3 cumulative GPA.

Residence Status for Tuition Purposes
University regulations concerning the classification of students by residence, for purposes of applicable tuition differentials, are set forth in detail in A Manual to Assist The Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes. Each enrolled student is responsible for knowing the contents of this manual, which is the controlling administrative statement of policy on the subject. The “Manual” is available for review in the office of the University Residency Officer, located in John Thomas Hall. It is also available on the WEB at www.appstate.edu (click on “Students,” then “Office of the Registrar,” then “Residency for Tuition Purposes”). This site contains the “Manual” and appropriate application forms. Questions should be directed to the University Residency Officer at 828.262.2050.

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or a nonresident for tuition purposes. Each student must make a statement as to the length of his or her residence in North Carolina, with assessment by the institution of that statement to be conditioned by the following.

Residence. To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve months immediately prior to classification. Thus, there is a distinction between legal residence and residence for tuition purposes. Furthermore, twelve months legal residence means more than simple abode in North Carolina. In particular it means maintaining a domicile (permanent home of indefinite duration) as opposed to “maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education.” The burden of establishing facts
which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification, who must show his or her entitlement by the preponderance (the greater part) of the residentiary information.

**Initiative.** Being classified a resident for tuition purposes is contingent on the student’s seeking such status and providing all information that the institution may require in making the determination.

**Parents’ domicile.** If an individual, irrespective of age, has living parent(s) or court-appointed guardian of the person, the domicile of such parent(s) or guardian is, prima facie, the domicile of the individual; but this prima facie evidence of the individual’s domicile may or may not be sustained by other information. Further, nondomiciliary status of parents is not deemed prima facie evidence of the applicant child’s status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration.

**Effect of marriage.** Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance insure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one’s spouse are, however, relevant information in determining residentiary intent. Furthermore, if both a husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.

**Military personnel.** A North Carolinian who serves outside the State in the armed forces does not lose North Carolina domicile simply by reason of such service. And students from the military may prove retention or establishment of residence by reference, as in other cases, to residentiary acts accompanied by residentiary intent. In addition, a separate North Carolina statute affords tuition rate benefits to certain military personnel and their dependents even though not qualifying for the in-state tuition rate by reason of twelve months legal residence in North Carolina. Members of the armed services, while stationed in and concurrently living in North Carolina, may be charged a tuition rate lower than the out-of-state tuition rate to the extent that the total of entitlements for applicable tuition costs available from the federal government, plus certain amounts based under a statutory formula upon the in-state tuition rate, is a sum less than the out-of-state tuition rate for the pertinent enrollment. A dependent relative of a service member stationed in North Carolina is eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable requirements for admission have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary.

**Grace period.** If a person (1) has been a bona fide legal resident of the required duration, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state tuition rate for a grace period of twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months ends during an academic term for which the person is enrolled at a State institution of higher education, the grace period extends, in addition, to the end of that term. The fact of marriage to one who continues domiciled outside North Carolina does not by itself cause loss of legal residence marking the beginning of the grace period.

**Minors.** Minors (persons under 18 years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

a) If a minor’s parents live apart, the minor’s domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor’s domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming an adult “acts, to the extent that the person’s degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina” and (2) “begins enrollment at a North Carolina public institution of higher education not later than the fall academic term following completion of education prerequisite to admission at such institution.”

b) If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if the relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor is deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least twelve months’ duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of twelve months’ duration pursuant to this provision continues to be a legal resident of the State only so long as he or she does not abandon North Carolina domicile.

**Lost but regained domicile.** If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile
within a 12-month period, that person, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual twelve-month durational requirement. However, any one person may receive the benefit of the provision only once.

Change of status. A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

Transfer students. When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.
ACADEMIC REQUIREMENTS

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Academic Requirements and Regulations

Graduate Studies

The instructional program at Appalachian State University is diversified, attempting to meet the needs of many types of students. Students may enroll in graduate courses at Appalachian as non-degree students, degree-seeking students or certificate-seeking students. The requirements and regulations in this section apply to all students. The coursework requirements and academic regulations specific to a particular program are detailed in the program’s section in this Bulletin.

In addition to the course offerings listed under each program, students who have been admitted to candidacy for a degree may elect to do independent study under the direction of selected faculty members; students in many of the programs may also elect to write a thesis or participate in an internship or practicum. Detailed information on each of these options is provided in this section.

A new Graduate Bulletin is issued each year; while course offerings are fairly similar from year to year, the graduate faculty reserves the right to make changes in curricula, degree requirements, and academic policies. The information in any given bulletin is, therefore, usually valid only for the period of its issue and is superseded by subsequent issues.

Changes in program requirements do not affect a student already enrolled in a degree program. In those rare cases where specific required courses are no longer available, the academic program will identify suitable substitutes that do not increase the overall credit requirements. All students may, and usually do, elect to graduate in accordance with the Graduate Bulletin and program requirements in force during the time of their first registration at Appalachian, provided that they graduate within seven years of date of entry. All graduate students may, however, elect to graduate under any Graduate Bulletin issued after entry into the University and prior to graduation provided they were enrolled in the University during the time when the bulletin was in effect. Graduate students electing to graduate under a new Graduate Bulletin must meet all requirements of the bulletin under which they wish to graduate. In order to change the bulletin under which they intend to graduate, graduate students must notify the Graduate School.

Important Notices about the Applicability of the Rules and Regulations in this Bulletin

- Changes in the academic policies in this section become effective for all students on the date approved for implementation.
- Registration at Appalachian indicates the student’s willingness to accept all published academic regulations and rules found in this bulletin and in other official announcements of the University.
- In the interest of all of its students, Appalachian reserves the right to decline admission, to suspend, or to require the withdrawal of a student when such action is, by due process, deemed in the interest of the University.

Graduate students are entrusted with the responsibility for monitoring their own progress. They should keep an up-to-date record of the courses taken in their proposed programs and check periodically with their advisors. Responsibility for errors in their programs or in meeting requirements rests entirely with a student.

On the next page are timelines for completion of a degree or certificate program. The remainder of this section lists academic regulations and requirements in alphabetical order. Students accessing this Bulletin electronically can use the search utility at the bottom of each page.
### Timeline for Navigating through a Graduate Degree Program

<table>
<thead>
<tr>
<th>Major Steps</th>
<th>Timeframe (“Required” indicates a firm deadline)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply for admission to a graduate degree program through the Graduate School.</td>
<td>(Required) Deadlines vary depending upon the program; applicants should refer to the Admissions section in this bulletin for more information on the application process.</td>
</tr>
<tr>
<td>2. Consult with an academic advisor in the major program.</td>
<td>During registration and about two weeks later; thereafter, at least once each semester.</td>
</tr>
<tr>
<td>3. Complete a Program of Study, and submit the approval form to Graduate Records in the Registrar’s Office.</td>
<td>Prior to the close of the first semester of coursework. Must be completed before Admission to Candidacy.</td>
</tr>
<tr>
<td>4. Apply for Admission to Candidacy, and submit the approval form to Graduate Records in the Registrar’s Office.</td>
<td>Master’s and Specialist Students: After the student has completed at least 8 of graduate study, but before the student completes 18 hours. Doctoral Students: (Required) After satisfactory completion of the Qualifying Exam and Prospectus.</td>
</tr>
<tr>
<td>5. For Thesis/Dissertation Students: Select thesis/dissertation committee. File committee and prospectus forms with the Graduate School.</td>
<td>(Required) During the semester prior to the semester in which research/scholarship activity begins and no later than the semester prior to the one in which the thesis or dissertation is defended.</td>
</tr>
<tr>
<td>6. Apply for Graduation through the Graduate School.</td>
<td>(Required) By the graduation application deadline stated in the Schedule of Classes and stated on the Application for a Graduate Degree. Important note: Students who apply for graduation and are not enrolled will be automatically enrolled in one semester hour of coursework (as required by the State of North Carolina).</td>
</tr>
<tr>
<td>7. For Thesis/Dissertation Students: Complete and defend thesis/dissertation to the Graduate School for review.</td>
<td>(Required) At least 10 calendar days prior to the last class day of the final semester.</td>
</tr>
<tr>
<td>8. For all students required to take comprehensive examinations and/or Product of Learning presentations: Submit the report of the successful completion.</td>
<td>(Required) Received in the Registrar’s Office at least 1 day before final exams begin in the final semester.</td>
</tr>
<tr>
<td>9. For Thesis/Dissertation Students: Submission of the final copies of the thesis or dissertation revised as required by the program and the Graduate School.</td>
<td>(Required) No later than 1 day before the first day of the next term. Delays beyond this point will result in a delay of graduation.</td>
</tr>
<tr>
<td>10. Students with incomplete work: Submission of work for any courses in which a grade of incomplete remains.</td>
<td>(Required) No later than 1 day before the first class day of the next term. Delays beyond this point will result in a delay of graduation.</td>
</tr>
</tbody>
</table>

### Timeline for Navigating through a Graduate Certificate Program

<table>
<thead>
<tr>
<th>Major Steps</th>
<th>Timeframe (“Required” indicates a firm deadline)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply for admission to a graduate certificate program through the Graduate School.</td>
<td>(Required) Deadlines vary depending upon the program; applicants should refer to the Admissions section in this bulletin for more information on the application process.</td>
</tr>
<tr>
<td>2. Consult with an academic advisor in the certificate program.</td>
<td>During registration and about two weeks later; thereafter, at least once each semester.</td>
</tr>
<tr>
<td>3. Complete a Certificate Program of Study and a Completion of Certificate form, and submit the signed forms to the Graduate School</td>
<td>(Required) Upon completion of the coursework required for the certificate.</td>
</tr>
</tbody>
</table>
Adding a Second Major – See Double Major.

Admission to Candidacy for Degree Seeking Students

Admission to the Graduate School does not carry with it Admission to Candidacy for the graduate degree. Students who have demonstrated their ability to succeed as outlined below may apply for Candidacy using the Admission to Candidacy form, which requires approval of the student’s advisory committee and the Department Chair or Program Director. The Program of Study form is submitted to the Graduate Records Staff in the Registrar’s Office by the advisor upon approval by the advisory committee. Students must have completed a program of study and be in good standing academically (3.0 GPA minimum) to apply.

Requirements for Candidacy in a Master’s or Specialist Program: Candidacy requires at least one semester of successful graduate study at Appalachian

- Admission to Candidacy is contingent upon the recommendation of the applicant’s advisory committee, which may have additional program dependent criteria. If the candidate’s advisor and committee cannot recommend the student for Admission to Candidacy after the student has completed 12 semester hours, the student may not register for further course work leading to a graduate degree. If the student is not permitted to continue, the advisor will inform the student in writing of the reasons for not recommending the student for candidacy. If the student does not qualify for candidacy before the completion of 24 hours, the student will not be permitted to continue as a degree student.
- At the time the student is recommended for Admission to Candidacy, the committee will indicate the specific proficiency, if one is required for the particular major involved. (See the topic on proficiency requirements or see the department descriptions.)

Requirements for Candidacy in the Doctoral Program: Candidacy requires satisfactory completion of the Qualifying Exam and Dissertation Prospectus.

Appeals Process

Students have the right to appeal any decision concerning course grades, termination from their graduate program, or termination from their graduate assistantship. Appeals involving grades or other faculty-related issues are handled through the department and the dean of the academic college housing the department. There are detailed procedures and strict timelines for grade appeals. See “Grade Appeals” for more information.

Appeals involving termination from an assistantship or termination from a graduate program (e.g., denial of admission to candidacy, denial of a probationary term, etc.) are handled through the program and the Graduate School. The steps in this procedure are as follows.

1. Appeal to the program through the Program Director and/or the Department Chair
2. If the situation cannot be resolved at the program level, appeal to the Graduate School by submitting documentation in writing to the Associate Dean for Graduate Studies. The program will also be given an opportunity to provide written documentation about the situation.
3. Appeals denied by the Graduate School will automatically be sent to the Graduate Council’s Appeals Committee for review. The Appeals Committee is an ad hoc subcommittee of the Graduate Council consisting of graduate faculty from three departments other than the student’s home department; the Committee meets only on demand and does not usually meet with the student or the program. The Committee’s decision is binding.

Attendance Policies

Graduate students are responsible for regular class attendance. Individual faculty have the option of setting attendance requirements, which may impact a student’s grade in a course. A student whose attendance in classes is unsatisfactory to the instructor, the advisor, or the Dean of Research and Graduate Studies may be excluded from a course, a final examination, or a graduate program.

Cancellation of Courses

The University reserves the right to cancel any course for which there is insufficient enrollment. See also “Weather Policy” for information on canceling one class meeting.

Certificate Programs

Appalachian offers certificate programs in the disciplines below. These programs are not degree programs; students who complete the required coursework will receive a “certificate of completion.” The primary purpose of these programs is to
provide a student seeking additional expertise with the opportunity to complete a cohesive program of coursework that is less than a graduate degree, but provides advanced training in a specific area. The academic requirements for these programs are detailed in the sections on programs in this Bulletin.

Addiction Counseling (423A/13.1102) – see Community Counseling
AddITIONAL STUDIES (200A/05.0199)
Computer Information Systems (310A/52.1201)
Educational Media Instructional Technology: Web-Based Distance Learning (419A/13.0501)
Expressive Arts Therapy (425A/13.1102) – see Community Counseling
French (108A/16.0999)
Gerontology (110A/30.1101)
Human Resource Management (330A/52.1001) – see Management
Media Literacy (424A/13.0501) – see Educational Media
Planning (109A/45.0701) – see Geography and Planning
Reading Education (475A/13.1315)
Rhetoric and Composition (132A/23.0101) – see English
Spanish (111A/16.0999)
Women’s Studies (130A/05.0207)

Changing to a Different Bulletin

Graduate students may, with approval of the advisor, elect to graduate under any Graduate Bulletin issued after entry into the University and prior to graduation provided they were enrolled in the University during the time when the bulletin was in effect. Graduate students electing to graduate under a new Graduate Bulletin must meet all requirements of the bulletin under which they wish to graduate. In order to change the bulletin under which they intend to graduate, graduate students must notify the Graduate School.

Changing Grades

Once an instructor has reported a grade to the Registrar, it cannot be changed except in the case of an error in either computing or recording the grade. The grade is changed through the Department Chair communicating the change in grade to the Registrar.

Changing Majors

Students are admitted to a major when admitted to the Graduate School. Students who wish to change to another major must have the approval of the Graduate School and of the department housing the other major before the change may be made. This approval is not automatic; students are reviewed as applicants to the new program and may be refused admission to the second program. Students interested in changing majors should contact the program to discuss their situation. Change of Major request forms are available from the Graduate School (http://www.graduate.appstate.edu).

Commencement

Commencement ceremonies are held twice a year to honor graduates from degree (master’s, specialist, and doctoral) programs. The Spring ceremony is held in May, and the Fall ceremony is held in December. Candidates for graduate degrees are encouraged to be present at commencement. Please see “Graduation” for information on how to apply for graduation.

Comprehensive Examination

Most programs require acceptable performance on a comprehensive examination. In some programs, the thesis defense constitutes the comprehensive examination. The product of learning is required for candidates seeking advanced licensure in teacher education programs and may either replace the comprehensive examination or be required in addition to the examination, depending upon the particular program. Please see the section in this bulletin on the specific program for details. Several rules govern the timing and approval process for all comprehensive exams:

- Students must be admitted to candidacy before scheduling comprehensive examinations.
- Comprehensive examinations must be completed in the last 1/3 of the program
- Comprehensive examinations must be evaluated by least 3 members of the graduate faculty, all of whom must sign the Report of Comprehensive form prior to submission to the Registrar’s Office.
- The report of successful comprehensive exam completion must be received by the Graduate Records staff in the Registrar’s Office no later than the day before final exams begin in the term of graduation.
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Course Loads
The maximum course load for a graduate student during the regular academic year (Fall and Spring semesters) is 15 semester hours per semester for a student without an assistantship and 9-12 semester hours for those holding assistantships. For each Summer Session, the course load maximum is six (6) semester hours in a four- or five-week term and one course in a two- or three-week term. Graduate students may not earn more than 12 hours over the course of one summer.

To be considered a full-time student, graduate students must be registered for a minimum of nine (9) semester hours during a Fall or Spring semester. During the summer sessions, students may be considered full time in one of two ways: six (6) semester hours in one summer session or a total of nine (9) semester hours over the course of the entire summer.

Coursework Requirements
The minimum number of courses required when establishing a program depends upon the level of the program and whether the program has a thesis option. All coursework on a graduate program of study must be at the graduate level. Each program lists the number of hours required for completion; see the specific program for details. The following rules apply.

- Master’s degrees that include a thesis component: Minimum of 30 semester hours of coursework.
- Master’s degrees without a thesis component: Minimum of 36 semester hours of coursework, except the MS in Accounting and the MBA, which require 30 and 32, respectively. Master’s degrees in professional areas or those that lead to licensure typically require more hours. In some cases, students pursuing a second master’s degree may be exempt from some of the required semester hours for the second degree. Please see the second master’s degree information in this section.
- Specialist degrees require a minimum of 30 hours of coursework beyond the master’s degree.
- Doctoral degrees require a minimum of 60 hours of coursework beyond the master’s degree. Students holding the Education Specialist Degree from Appalachian may be exempt from up to 30 hours. This exemption is not automatic, and must be approved through the program director. Note: This exemption is not allowed for students holding the Ed.S. from another institution.
- Graduate Certificates require 12-18 hours of coursework.

Credit by Examination
Upon the recommendation of a graduate student’s committee and with the approval of the Chair of the Department in which it is listed, one course numbered 5000 and above may be challenged by examination. Grades are not recorded for credit earned by examination. Credit by examination may not be used to repeat a course. Anyone seeking to pursue credit by examination must be a candidate for a degree, a certificate student or must be working towards credit for teacher licensure.

Cross-Listed Courses
Certain courses are cross-listed with multiple departments using the same course number and covering the same content (e.g., CI/SPE 5045 is both a curriculum and instruction course and a special education course). Students enroll for the course through their major department in order to fulfill specific discipline requirements for their program. Cross-listed courses are noted at the end of the course descriptions as follows: “(Same as SPE 5045.)”

Degrees
Appalachian offers programs of study leading to the degrees of Master of Arts, Master of Business Administration, Master of Library Science, Master of Music, Master of Music Therapy, Master of Public Administration, Master of School Administration, Master of Science, Education Specialist, Specialist in School Psychology, or Doctor of Education. The majors possible under each degree are listed in “Admissions.”

Dissertation
A dissertation is required of all doctoral students. The dissertation should represent the culmination of an independent research project conducted by the student, and will show command of the literature and research methodology of her/his specialty. The dissertation is expected to be written in grammatically correct English and conform to accepted standards used in research writing. In special cases, languages other than English may be used; the substitution is not permitted as a matter of the student’s convenience, but may be allowed when the student has sufficient skill at composition and has a dissertation topic that is, in the judgment of the advisor, especially suited to treatment in the second language. Graduate School approval of the use of a language other than English must be obtained in advance.

The student must have passed qualifying examinations and presented a prospectus to the dissertation committee and received approval of the proposed topic before being permitted to register for dissertation hours. The candidate’s dissertation advisor and two graduate faculty members will constitute the dissertation committee. No more than one member of the dissertation committee may be from another institution.
The dissertation defense must be completed and the final draft of the dissertation must be submitted to the Graduate School no later than 10 calendar days prior to the last day of classes. The Graduate School will review the dissertation for style and format, and students may be required to make modifications prior to signature by the Dean of Research and Graduate Studies. Once the Dean has signed the dissertation, the dissertation requirement is met, and the grade in dissertation hours (7999) will be changed to S. This process must be completed by the day before the next academic term or the student will not be eligible to graduate until the next term. For detailed information on the dissertation process, the student should refer to the Dissertation Handbook, available from the Doctoral Program or the Graduate School.

Double Major and Double Degree
The student may, in certain circumstances, be permitted to construct a Program of Study that will lead to the completion of more than one major under the same graduate degree or two different master's degrees (e.g., an MA with a major in Political Science and a major in History is a double major under the same (MA) degree; an MA with a major in Mathematics and an MS with a major in Computer Science is a double degree). The rules governing these two situations are different.

Double Majors: The advisors and advisory committee, to be appointed by the chair(s) of the department(s) offering the majors, will be composed of graduate faculty members from each of the majors involved to insure that the student’s Program of Study meets fully all of the requirements in each of the majors. The student should be aware that more than the minimum number of hours may be required to complete such a program, and that all exit requirements (thesis, comprehensive examination and/or Product of Learning) will be administered separately for each of the majors involved if applicable.

Double Degrees: Unlike the double major, this option allows for a combination of two completely separate degree programs, e.g., the MBA plus the MS, or the MPA plus the MA. The following restrictions apply without exception: 1) the student must apply to both programs at the same time and must satisfy all admission requirements for both programs; 2) the student must file two Programs of Study, designed in consultation with the directors of both degree programs; 3) both degrees must be completed within the 7-year time limit; 4) the student must graduate from both degrees in the same term. Before applying for the double degree option, an applicant should consult first with the directors of both programs, as well as with the Graduate School.

Dropping a Course
During the Fall and Spring semesters there is a nine-week drop period beginning with the first day of classes. Within the first week of this period—i.e., the first five days of classes— a student is allowed to drop courses without either academic or financial penalty. Within the last eight weeks of this period—i.e., weeks two through nine—a student is allowed to drop courses without academic penalty. Note that there is no refund or adjustment of charges if a course is dropped after the first five days of classes. A student who holds a tuition remission or award must pay back the prorated remission or award if that student withdraws from courses.

After the nine-week period a course can only be dropped for exceptional circumstances and with the approval of the instructor, the Department Chair, and the Dean of the college/school housing the department. A drop approved for exceptional circumstances will not be computed in the grade-point average.

A course not officially dropped will receive a grade of “F” or “U”; the “F” will be computed in the grade-point average if the course is listed on the student’s approved Program of Study. The drop periods for the summer terms are much shorter due to the accelerated schedule and are available from the Registrar’s Office.

Dual-Listed Courses
Some courses are noted as being dual-listed. Each dual-listed course has a concurrent undergraduate equivalent, and students in the two courses meet in one classroom. Graduate students who are enrolled in a dual-listed course are expected to complete extra assignments above and beyond those that are assigned to the undergraduates in the class. No more than 12 semester hours of dual-listed courses may be included in a student’s program of study for a 36-hour program. Students in a 30-hour program are limited to nine (9) semester hours. Dual-listed courses are noted in the course descriptions as follows: “[Dual-listed with CI 4740.]”


Field-Based Programs
Designed primarily for part-time students, several master's and specialist's degree programs, the doctoral program, and several certificate programs provide the opportunity for students to complete the program in a location other than Boone. The admissions process is the same, as are the requirements for completing the degree or certificate. Most of the programs offered off campus are managed in a cohort format: Students are admitted to a cohort and that cohort completes all classes together on a schedule set at the start of the cohort. The Office of Extension and Distance Education works with the graduate
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program directors to plan, advertise, and coordinate the off-campus cohort. Contact the Office of Extension and Distance Education for information on programs offered in this manner (http://www.ext-dl.appstate.edu). See also the specific program section in this Bulletin for information on the location of instruction.

GPA Requirements – Good Standing

Grades on coursework may not average lower than 3.0 at any time in the program. No student may include more than 3 C-level grades in a program of study. No graduate course with a grade of “F” or “U” will be credited toward the degree.

Grade Appeals

Students wishing to appeal a grade must follow the procedure detailed in the “Final Grade Appeal Procedure” document available from the Office of Academic Affairs (http://www.academicaffairs.appstate.edu/). Below is a summary of the steps involved. Students should obtain and follow the detailed steps in the appeal procedure document as soon as possible after the grade is assigned.

1. The student should first attempt to resolve the issue with the course instructor.
2. If the student is unable to reach an agreement with the instructor, the student must file the written appeal with the department chair within 14 calendar days after consulting with the instructor.
3. If there is failure to reach an agreement through consultation with the chair, the student may file the written appeal with the Grade Appeals Committee through the Dean of the college or school in which the grade was awarded. The student must file this written appeal within 30 calendar days after the beginning of classes in the next semester after the contested grade was awarded.

Grades and GPA

At the end of an academic term, grades are given in each course by letters that indicate the quality of work done by the student. At the graduate level, the final grade-point average (GPA) is calculated only on grades assigned to courses within the approved Program of Study. However, all courses taken at the graduate level are included in the cumulative grade-point average until the Program of Study is approved by the Graduate School. Graduate grades and grade points are given as follows:

A = Superior graduate accomplishment; 4.0 grade points per semester hour
A- = 3.7 grade points per semester hour
B+ = 3.3 grade points per semester hour
B = Adequate graduate accomplishment; 3.0 grade points per semester hour
     (3.0 is the overall GPA needed to remain in good standing)
B- = 2.7 grade points per semester hour
C+ = 2.3 grade points per semester hour
C = Inadequate but passing; 2.0 grade points per semester hour
C- = 1.7 grade points per semester hour
F = Failing grade; 0.0 grade points per semester hour
@F = Administrative Failure (given in cases where a student has not properly withdrawn from a class)
AU = Audit, no credit
I = Incomplete, assigned because of illness or some other unavoidable cause. An “I” becomes an “F” or “U” if not removed within the time designated by the instructor, not to exceed one semester. An Incomplete is not given solely because assignments were not completed during the semester.
IP = In Progress grade assigned for graduate thesis, dissertation, product of learning or continuation courses.
NR = Grade Not Reported (hours not counted in computing GPA).
W = Withdrawal, either from a course or from the University
WF = Withdrawn Failing, course dropped with failing grades after the last drop date in a term
WP = Withdrawn Passing
WU = Withdrawn Unsatisfactory
S = Satisfactory, given for a practicum, a thesis and other designated courses.
U = Unsatisfactory, given for a practicum, a thesis and other designated courses.

There are no grades of “D” at the graduate level; any grade of “D” assigned by a faculty member will be changed to an “F.” All grades of “@F,” “F,” “I,” “IP,” “NR,” “U,” “WF” and “WU” in courses on the approved graduate Program of Study must be removed at the time of graduation.
**Graduation**

Degree-seeking graduate students must apply for graduation; this application initiates the ordering of diplomas and the official review of the student's transcript to verify completion of all degree requirements. Each term, a deadline to apply for graduation is published by the Registrar (http://www.registrar.appstate.edu). The application form may be obtained from the Graduate School (http://www.graduate.appstate.edu). If qualified to apply for North Carolina Teacher Licensure, the candidate must also file an application for a teaching license. This form may also be obtained from the Graduate School.

Graduate students cannot graduate at the end of the academic term in which they were admitted nor at the end of a term in which they have not been registered. All graduate students must be enrolled in at least one hour of graduate credit during the academic term in which they graduate.

**Graduation Requirements**

The degrees of Master of Arts, Master of Business Administration, Master of Library Science, Master of Music, Master of Music Therapy, Master of Public Administration, Master of School Administration, Master of Science, Education Specialist, Specialist in School Psychology, or Doctor of Education may be conferred upon a student who has successfully completed all program of study and exit requirements. All graduating students must adhere to time limit, academic standing, transfer, and non-degree course limitations. Persons who wish to graduate in a certain term must: 1) be registered for at least one semester hour for that term; 2) apply for graduation by the deadline for that term; and 3) have completed all graduation requirements or be able to complete all graduation requirements by the end of that term.

**Harassment And Discrimination Policies**

Appalachian State University is committed to providing working, learning, and living environments free from harassment and discrimination. Harassment based upon race, color, religion, creed, sex, national origin, age or disability is a form of discrimination in violation of federal and state law and Appalachian State University policy, and will not be tolerated. It is the internal policy of Appalachian State University to prohibit harassment on the basis of sexual orientation. Retaliation against any person opposing or complaining of harassment is in violation of federal and state law and Appalachian State University policy, and will not be tolerated.

Sexual harassment is considered to be a form of discrimination based on sex and falls within the scope of institutional policies and procedures regarding discrimination. As with other forms of discrimination, the University is committed to maintaining a work and a study environment free of sexual harassment. Accordingly, in compliance with Section 703 of Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, the University will not tolerate any verbal, nonverbal, or physical behavior that constitutes sexual harassment. Personnel with supervisory responsibilities are required to take immediate and appropriate corrective action when incidents of alleged sexual harassment are brought to their attention by students, faculty and staff, and applicants for student admission or applicants for employment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic decisions; or
2. submission to or rejection of such conduct may be reasonably construed by the recipient of such conduct as an implication that compliance or non-compliance will be used as a basis for an individual’s employment or academic decisions; or
3. a) such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile or offensive working, learning, and living environment; or, b) such conduct has the purpose or effect of emphasizing the sexuality or sexual identity of a student or an employee so as to impair the full enjoyment of educational or vocational benefits, climate or opportunities.

Consistent with State law and University policy, “Workplace Harassment” is defined as unwelcome or unsolicited speech or conduct based upon race, sex, sexual orientation, creed, religion, national origin, age, color, or handicapping condition as defined by G.S. 168A-3, that creates a hostile work environment or circumstances involving quid pro quo.

Applicable grievance procedures for students, faculty, and staff are established and are outlined in the Appalachian State University Resource Manual and the Code of Student Conduct. Violations of the above policies, proven via established grievance procedures, will lead to disciplinary actions, including reprimands, suspension or dismissal of offenders.

**Incompletes**

Faculty may assign a grade of “I”—incomplete—when a student is unable to complete coursework at the end of the term because of illness or some other unavoidable cause. An “I” becomes an “F” or “U” if not removed within the time designated by the instructor, not to exceed one semester. An incomplete is not given solely because assignments were not completed during the semester. Students intending to graduate must clear all incomplete work prior to the first day of the next academic term or they will not be able to graduate until the next term.
Independent Study

With the approval of the instructor, the departmental chair, the dean of the college, and the Graduate School, graduate students who have been admitted to candidacy may register for independent study in their major field. Students registered for independent study must be scheduled for regular conference periods at least weekly. No more than six semester hours of independent study may be applied toward a graduate degree, and no more than twenty-five percent of the student’s degree program may be taken in a combination of selected topics and independent studies. Anyone seeking to pursue independent study must be a candidate for a degree at Appalachian or must be working for credit for teacher licensure. Students enrolled through the Academic Common Market may not enroll in independent study courses. To register for an independent study, a “Special Course Form” must be completed with departmental signatures before obtaining the Dean’s signature.

Individual Study

With the approval of the instructor, the department chair, the dean of the college or school housing the department, and the Graduate School, a graduate student may arrange to take graduate courses on an individual basis. Appropriate forms for requesting permission to take a course by individual study are furnished by departmental chairs. To register for an individual study, a “Special Course Form” must be completed with departmental signatures before obtaining the Dean’s signature.

Internship and Practicum Coursework

Graduate internships are available in many majors. Anyone seeking to pursue an internship must be either degree seeking, working toward teacher licensure or have special permission from the dean of the college or school housing the department and from the Graduate School. Internships are graded on an S/U basis (with the exception of MUS 5900, Advanced Music Therapy Practicum). To register for an internship, a “Special Course Form” must be completed with departmental signatures before obtaining the Dean’s signature.

Most, if not all, internship hosts require professional liability insurance prior to a student’s participation in an internship or practicum. Appalachian State University requires coverage for all students enrolled in internship or practicum courses, except student teaching. When registered for an internship, a fee is applied to the student’s account for instatement of professional liability insurance coverage. The following administrative policies govern internships:

1. An applicant for an internship must be working within a reasonable distance of the University.
2. The number of registrants for the internship is limited.
3. The intern must work under a fully licensed supervisor.
4. The supervisor must express a willingness to supervise the work and provide the experiences necessary for the intern.

Minors

A graduate (MA) minor consists of 8-12 semester hours in certain approved subjects and are intended to complement a the program of study for a master’s degree. Those areas that offer approved minors are listed below, and the specific requirements are detailed in the section for the program in this bulletin.

- Appalachian Studies (203/05.0199)
- English (235/23.0101)
- Family and Consumer Sciences (527/19.0101)
- Geography (241/45.0701)
- History (248/54.0101)
- Philosophy (104/38.0101)
- Physics (272/40.0801)
- Religious Studies (105/38.0201/38.9999)
- Romance Languages/Spanish (223/16.0999)
- Romance Languages/French (222/16.0999)
- Psychology (276/42.0101)

National Board Certification Credit

Appalachian State University does not award graduate credit for certification by the National Board for Professional Teaching Standards (NBPTS). A graduate student enrolled in a graduate program while working concurrently on NBPTS certification may (with prior approval from the program and from the Reich College of Education) integrate, but not substitute, work toward certification with either elective or required coursework for the degree.

Non-Degree Coursework

Degree-seeking students wishing to count a course taken earlier as non-degree: A degree-seeking student may, with permission of the program director, request approval from the Graduate School to include up to 9 hours of graduate coursework taken previously under non-degree status at Appalachian. These requests are not automatic and will be reviewed on a case-by-case basis. These hours are subject to the seven (7) year time limit requirement at graduation.

Non-degree students wishing to take a graduate course: After admission as non-degree-seeking, students must obtain permission from the instructor and either the department chair or graduate program director to enroll in a graduate course.
Off-Campus Courses
Courses offered off campus are specifically for field-based, cohort students. A non-cohort member wishing to take coursework in a cohort of which s/he is not a member may seek permission for entry to the course(s). Permission to enter is subject to approval by the academic coordinator (or department chairperson) of the cohort program. To request enrollment as a non-cohort member in a course(s) delivered to an off-campus cohort program, contact the Office of Extension and Distance Education (800.355.4084 or http://www.ext-dl.appstate.edu).

Off-Campus Programs – see “Field-Based Programs”

Pass-Fail Option for Graduate Courses
Graduate students may not elect the Pass/Fail option.

Privacy and Release of Student Information (FERPA)

I. Purpose and scope of the statement:
   a. Purpose-This statement establishes updated guidelines for the University on the matter of confidentiality of student records. It has been developed in the light of legislation concerning access to and release of information maintained in student records in institutions of higher learning (The Family Educational Rights and Privacy Act of 1974). Any questions on these policies should be referred to the University Registrar.
   b. Scope-These policies cover all student records maintained by the University. They will apply to all students, current or former, at Appalachian State University.

II. University policy regarding confidentiality of student information:
   a. In response to inquiries from the general public, such as prospective employers, credit investigators, etc., only the following directory information is released without the student’s permission: “the student’s name; local telephone listing; University post office box number; E-mail address; academic classification; enrollment status during a particular academic term (i.e., full-time or part-time); field(s) of study; dates of attendance; degrees, honors and awards received; participation in officially recognized activities and sports; weight, height, athletic statistics and photographic representations of members of athletic teams.” Any student who wishes to request that directory information not be released should contact the Registrar’s Office.
   b. Transcripts are released only upon the written request of the student. Transcripts will not be released if the student is financially indebted to the University.
   c. A student has the right to inspect the contents of her/his educational records with the exception of documents submitted to the University in confidence prior to January 1, 1975. Transcripts on file from other institutions are property of Appalachian and will not be returned to the student or sent elsewhere at her/his request.
   d. If parents or guardians request academic or personal information other than that specified in statement II.a., the request will not be honored without the student’s written permission unless the parent can present evidence of the student’s being dependent upon the parent for support as defined by the Federal Internal Revenue code.

Students’ Education Records at the University of North Carolina Office of the President: Certain personally identifiable information about students (“education records”) may be maintained at The University of North Carolina Office of the President, 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 The University of North Carolina Office of the President are subject to the federal Family Educational Rights and Privacy Act of 1974 (FERPA).

FERPA provides that a student may inspect her/his 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 of (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 The University of North Carolina Office of the President or an institution to comply with FERPA.

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

Further details about FERPA and FERPA procedures are to be found at The UNC General Administration in the referenced policies. Questions about the policies may be directed to the Legal Affairs Division, The University of North Carolina, Office of the President, 910 Raleigh Road, Chapel Hill, North Carolina. (Mailing address: P.O. Box 2688, Chapel Hill, NC 27515-2688; Tel: 919.962.4588).

Probationary Status

After being suspended from graduate study for poor academic performance, a graduate student may appeal for a semester on probation. If the program and the Graduate School approve an appeal from the student, the student will be granted one semester to bring the GPA up to 3.0 or better. That student will be considered enrolled under probationary status during the post-appeal semester. A student can have only one probationary semester per degree program. A student enrolled under probationary status cannot hold an assistantship, scholarship, or tuition scholarship. A transfer course may not be used to substitute for a course in which a student earned a grade of “F” at Appalachian.

Product of Learning

The product of learning is required for candidates seeking advanced licensure in teacher education programs and may either replace the comprehensive examination or be required in addition to the examination, depending upon the particular program. Please see the specific program for details. Several rules govern the timing and approval process for the product:

- Students must be admitted to candidacy before scheduling product of learning presentations.
- Product of learning presentations must be completed no earlier than in the last 1/3 of the program
- The Product of Learning presentation must include practicing K-12 teachers and university faculty. The Product of Learning Report form must be signed by the chair of the student’s committee, the graduate program director, and the departmental chair prior to submission to the Registrar’s Office.
- The report of successful product of learning presentation must be received by the Graduate Records staff in the Registrar’s Office no later than the day before final exams begin in the term of graduation.

Proficiency Requirements

Candidates for many of the graduate degrees are expected to demonstrate proficiency in a skill required for research or practice in the field. These may include one or more of foreign language, computer science, the use of technology, or statistics. Please see the programs for specific information on these requirements.

- **Foreign Language.** A reading knowledge of a foreign language, normally Spanish, French, or German may be required. A language other than one normally required may be substituted with the approval of the student’s advisor and the Dean of Graduate Studies and Research. Two years of successful college study in a language will meet the requirements. One who has not completed two years of college credit must take a language examination. The student should apply for the language examination directly to the chair of the Department of Foreign Languages and Literatures not later than three weeks before the date the examination is scheduled. The departmental chair, after reviewing the student’s examination paper, will submit to the Dean of Graduate Studies and Research a report of the student’s performance. The Dean of Graduate Studies and Research will inform the student and the student’s advisor by mail whether the student has passed the examination. The student must have passed the examination in a foreign language before being permitted to file an application for a master’s degree.
- **Computer Science, Statistics.** Students required to demonstrate proficiency in one of these areas should consult the departmental chairs in the Department of Computer Science or the Department of Mathematical Sciences. Typically, completing coursework in the area will satisfy proficiency.
- **Use of Technology.** Students required to demonstrate proficiency in the use of technology should consult the program director for information.

Program of Study

Degree-seeking students: Students must submit a program of study to the Graduate Records staff in the Registrar’s Office after receiving approval from the academic advisor and either the program director or department chair. The Program of Study form is available from the Graduate School [http://www.graduate.appstate.edu]. The Graduate Records staff will perform an initial review of the program and then forward the Program to the Graduate School for final approval. All deviations in required coursework should be explained on the form. The program of study should follow the program listing for the student’s major. Students may change concentrations within a program by indicating that change on the Program of Study form. Students cannot be admitted to candidacy without an approved Program on file. The following is a list of the credit limitations for programs of study for degree seeking students. Please refer to individual notations in this section for further information on each item.
• The program of study must include at least the number of hours required for the program as specified in this Bulletin. The program of study should include all required coursework as listed; substitutions must be approved by the advisor, program, and Graduate School.

• The program of study may not include more than the allowed number of transfer hours (6 or 9 depending on the type of program). Transfer hours must be approved by the advisor, the program, and the Graduate School, and must have grades of “B” or better.

• The program of study may not include more than nine (9) hours of non-degree coursework taken before admission to the degree program. Use of non-degree hours must be approved by the advisor, the program, and the Graduate School.

• The program of study may not include more than 25% of independent study (5500-6500/7500) and special topics (5530-5549, 6530-6549, 7530-7549) coursework combined.

• The program of study GPA must be at least 3.0, and may not include any courses in which a grade of “F” or “U” was received, and may not include more than three (3) courses with C-level grades.

• All coursework on the program of study must meet the seven (7) year time limitation at the date of graduation.

Certificate-seeking students: Students must submit a Certificate Program of Study to the Graduate School along with the Notification of Certificate Completion form when they have completed the coursework required for the certificate. The following is a list of credit limitations for certificates. Please refer to individual notations in this section for further information on each item.

• The program of study must include at least the number of hours required for the program as specified in this Bulletin. The program of study should include all required coursework as listed; substitutions must be approved by the advisor, program, and Graduate School.

• The program of study may not include more than 25% transfer hours. Transfer hours must be approved by the advisor, the program, and the Graduate School, and must have grades of “B” or better.

• The program of study may not include more than nine (9) hours of non-degree coursework taken before admission to the certificate program. Use of non-degree hours must be approved by the advisor, the program, and the Graduate School.

• The program of study may not include more than 25% of independent study coursework (5500-6500/7500), and not more than 50% independent study and special topics (5530-5549, 6530-6549, 7530-7549) coursework combined.

• The program of study GPA must be at least 3.0, and may not include any courses in which a grade of “F” or “U” was received.

• All coursework on the program of study must meet the seven (7) year time limitation at the date of completion.

Qualifying Examination

Doctoral programs require acceptable performance on a qualifying examination prior to registering for dissertation credit. For more information on the format and nature of this examination, contact the Doctoral Program.

Registration

Graduate students register at the time specified on the University’s academic calendar. Students must register for standard courses through the Appalnet Registration Self-Service area. Registration material and instructions are available from the Registrar’s Office (http://www.registrar.appstate.edu). Students may adjust schedules during the drop-add period, which is the first five days of classes during the Fall and Spring semesters, and the first day of class in the Summer sessions.

Repeat Rule

No more than one Program of Study course may be excluded from the GPA by repeating it once for a higher grade. The hours for the first Program of Study course that is repeated will automatically be excluded. The second grade always stands for a repeated course. The hours earned will be counted only once if both grades are passing. If the second grade is “F”, the hours earned for the first course will be discounted. A student may not graduate with an “F” or “U” in the Program of Study.

Research Credit (Courses Numbered 5989/6989/7989)

Graduate courses numbered 5989/6989/7989 were designed primarily to fulfill an enrollment requirement of one credit hour for graduation or for access to facilities needed to complete research for a thesis, product of learning or other capstone experience. The 5989/6989/7989 course number may also be used by a student who needs full-time status, provided that the student meets the following criteria: a) the student has already completed all required and elective course work; and b) the student is actively engaged in research for a thesis, product of learning, and/or other capstone course.

• A student may enroll in one to three (1-3) hours of courses numbered 5989/6989/7989 during any given semester to count toward full-time status for a tuition remission, a scholarship, or an assistantship.
ACADEMIC REQUIREMENTS

Second Master’s Degree

A student holding a master’s degree may earn a second master’s degree in another discipline, following the same admission procedures as stated for the master’s degree. During the first semester of study for a second master’s, students plan with their advisors a Program of Study to include a minimum of 30 additional semester hours, which may or may not include a thesis. If a thesis is included, at least 24 semester hours of the work must be completed through Appalachian, allowing for 6 hours of graduate work from another approved graduate school. If a thesis is not written, at least 21 hours of the work must be completed through Appalachian, allowing for 9 hours of graduate work from another approved graduate school. With either the thesis or the non-thesis option, transfer work cannot be older than 7 years old at the time the degree is awarded from Appalachian. The Program of Study and Admission to Candidacy recommendation forms must be submitted by the end of the first semester. The comprehensive examination and/or the Product of Learning must be done at least 14 calendar days prior to the date on which the candidate is awarded the degree. Graduate course work from an earned degree cannot be included in the second master’s degree. **NOTE: In the Department of Human Development and Psychological Counseling, a second master’s degree requires meeting all program course requirements with a minimum of 36 semester hours.

Special Course Form

This form is available in each department and is used to register a student in a course that is not scheduled during a particular term, i.e., does not have a Course Reference Number. This form is also used for all independent study (5500, 6500, 7500), thesis (5999, 6999), and dissertation (7999) courses or for courses that the student will be taking under the direction of a faculty member as an individual study. Students are expected to register for courses no later than the end of the add period in a given term. For Fall and Spring semesters this is the end of the fifth day of classes. In the summer terms, the add period lasts until the end of the first day of classes.

Standards of Scholarship

In all work for a degree, scholarly performance is expected. The student is expected to demonstrate academic competence, intellectual honesty and responsibility, a willingness to do more than the minimum required, and the ability to think critically and constructively. North Carolina State statutes concerning standards of scholarship are as follows:

14-118.2. Assisting, etc., in obtaining academic credit by fraudulent means.
   (a) It shall be unlawful for any person, firm, corporation or association to assist any student, or advertise, offer or attempt to assist any student, in obtaining or in attempting to obtain, by fraudulent means, any academic credit, or any diploma, license or other instrument purporting to confer any literary, scientific, professional, technical or other degree in any course of study in any university, college, academy, or other educational institution. The activity prohibited by this subsection includes, but is not limited to, preparing or advertising, offering, or attempting to prepare a term paper, thesis, or dissertation for another and impersonating or advertising, offering or attempting to impersonate another in taking or attempting to take an examination.
   (b) Any person, firm, corporation or association violating any of the provisions of this section shall be guilty of a misdemeanor punishable by a fine of not to exceed five hundred dollars ($500.00), imprisonment for not more than six months, or both. Provided, however, the provisions of this section shall not apply to the acts of one student in assisting another student as herein defined if the former is duly registered in an educational institution and is subject to the disciplinary authority thereof. (1963, c.781; 1969, c.1224, s.7.)

Substance Abuse Policy

Appalachian State University is committed to maintaining an environment that supports and encourages the pursuit and dissemination of knowledge. All members of the academic community—students, faculty, administrators and staff—share in the responsibility of protecting and promoting that environment and all are expected to exemplify high standards of professional and personal conduct. The illegal or abusive use of alcohol and other drugs by members of the academic community adversely affects this educational environment. North Carolina and federal laws restrict or prohibit the use of alcohol and other drugs in various contexts. The illegal or abusive use of alcohol and other drugs is not compatible with personal health and welfare and the pursuit of academic excellence, and will not be tolerated by Appalachian State University on the campus or as part of any institutional activities.

The use and abuse of alcohol or other drugs can have serious negative consequences. High-risk choices can lead to significant academic, legal, financial, job performance and relationship problems, as well as problems with physical, mental
and emotional health. The use of alcohol and other drugs is also a factor in injuries and deaths related to overdose, accidents, and crimes. Problems related to the use of alcohol and other drugs affect not only the user, but also friends, family, classmates, coworkers, and the entire Appalachian community.

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, Chapter 90 of the North Carolina General Statutes. Any member of the University community who violates pertinent state or federal law, either within the University community, or in a manner that otherwise affects the academic community, thereby violates University policy. Any employee convicted of any criminal drug statute violation occurring within the University community must notify the appropriate supervisor or management person no later than five (5) calendar days after such conviction. (Any employee who fails to provide notification shall be subject to disciplinary action up to and including dismissal.) Disciplinary action against an employee convicted of a drug offense within the University community must commence within 30 days after receipt of notice of the conviction.

Penalties will be imposed for violation of the policies of Appalachian State University only in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators and other employees. The penalties that may be imposed range from written warnings with probationary status to expulsion from enrollment and discharge from employment.

Every student, faculty member, administrator and other employee of Appalachian State University is responsible for being familiar with and complying with the terms of the policy on illegal drugs adopted by the Board of Trustees. Copies of the full text of that policy appear in the Faculty Handbook, and The Student Handbook of Rights and Responsibilities. Copies of the policy and pertinent N.C. General Statutes are on file in the offices of the Provost and Executive Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs, Vice Chancellor for Student Development, Vice Chancellor for University Advancement, Graduate Studies and Research, Belk Library and Information Commons, Office of Human Resource Services, Residence Life, University Police, and the Center for Student Involvement and Leadership.

Students will find information pertaining to violations of the alcoholic beverages policy in The Code of Student Conduct. Alcohol related problems for staff are handled under workplace policies and procedures. Copies of the policy and pertinent N.C. General Statutes are on file in the offices of the Provost and Executive Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs, Vice Chancellor for Student Development, Vice Chancellor for University Advancement, Graduate Studies and Research, Belk Library and Information Commons, Office of Human Resource Services, Residence Life, University Police, and the Center for Student Involvement and Leadership. Students will find information pertaining to violations of the alcoholic beverages policy in The Code of Student Conduct.

**University and Community Resources:** A wide array of resources may be required to meet the counseling and rehabilitation needs of individuals who have substance abuse problems. These services generally include assessment and referral, social and/or medical detoxification, in-patient treatment, halfway house facilities, out-patient individual and group therapy, after-care programs and self-help groups. Obviously, not all substance abusers are in need of all the services listed; however, the availability of services affords an individual the opportunity to address substance abuse problems adequately and responsibly. The following services are available to members of the University community:

**Campus-based**

1. The Counseling and Psychological Services Center offers individual and group out-patient therapy and referral information for students.
2. The Student Wellness Center, Alcohol and Other Drug Services, offers individual and group substance abuse counseling for students. Students are also offered alcohol and other drug information and education via media campaigns, classes, presentations, peer education, theatre production, resource center and campus-wide events.
3. The Office of Human Resource Services has established an awareness and education program that will inform employees of the stipulations of the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Community Act Amendments of 1989 to promote their understanding and increase their knowledge of dangers of workplace drug abuse, address and identify drug problems in their lives, and offer alternatives.
4. Counseling for Faculty and Staff, located in the Hubbard Center, offers assessment, referral, and individual and group out-patient therapy for faculty and staff on a space-available basis. Contact Dr. Glenda Hubbard, Hubbard Center, for information.

**Community-based**

1. New River Behavioral Health Care provides substance abuse services including: evaluation, detox, outpatient treatment, and referral entry for inpatient treatment.
2. A number of practitioners in the community offer individual out-patient therapy for persons preferring a private practice setting.
3. A variety of local self-help groups are available with each group establishing its own criteria for membership.

**Suspension and Dismissal**

Appalachian reserves the right to exclude, at any time, a graduate student whose performance is unsatisfactory or whose conduct is deemed improper or prejudicial to the best interest of the University.

Graduate students who fail to maintain a cumulative grade-point average of at least 3.00 may not be permitted to re-register as degree candidates without the written recommendation of the advisor and the approval of the Dean of the Graduate School (see “Probationary Status”). Degree candidacy is discontinued for the student who has received as many as four grades of “C,” and if a graduate student receives a grade of “F” or “U,” the student may not continue in Graduate
ACADEMIC REQUIREMENTS

School unless the advisor submits, in writing, an acceptable recommendation to the Dean of the Graduate School. In no case may a graduate student be permitted to repeat more than one course to improve the grade, and the student who receives a second grade of “F”, “@F”, “U”, “WF” or “WU” may not continue toward the graduate degree under any circumstances.

Graduate credit accepted in fulfillment of the requirements for a graduate degree shall average not lower than 3.00, and no credit toward the degree shall be granted for a grade of “F”, “@F”, “U”, “WF” or “WU”. A grade of “F” or “U” is assigned to a student who arbitrarily discontinues meeting a class or who withdraws without making proper arrangements with the Registrar’s Office. Course work reported “Incomplete” must be completed within the following semester of the official ending of the course. Any extension of this period must be approved by the appropriate dean and the Registrar.

Thesis – Master’s or Specialist

The thesis should represent the culmination of an independent research project conducted by the student, and will show command of the literature and research methodology of her/his specialty. The thesis is expected to be written in grammatically correct English and conform to accepted standards used in research writing. In special cases, languages other than English may be used; the substitution is not permitted as a matter of the student’s convenience, but may be allowed when the student has sufficient skill at composition and has a thesis topic that is, in the judgment of the advisor, especially suited to treatment in the second language. The Dean’s approval of the use of a language other than English must be obtained in advance.

The student must have presented a prospectus to the thesis committee and received approval of the proposed topic before being permitted to register for the thesis. The candidate’s thesis advisor and two graduate faculty members of the department will constitute the thesis committee. Graduate faculty outside of the student’s department may be appointed with the approval of the Graduate Dean. No more than one member of the thesis committee may be from another department or institution. The departmental chair may appoint any member of the department graduate faculty to act as chair of the thesis committee and to supervise the writing of the thesis.

Thesis defense must be completed and the final draft of the thesis must be submitted to the graduate school no later than 10 calendar days prior to the last day of classes. The Graduate School will review the thesis for style and format, and students may be required to make modifications prior to signature by the Dean of Research and Graduate Studies. Once the Dean has signed the thesis, the thesis requirement is met, and the grade in the thesis hours will be changed to S. This process must be completed by the day before the next term or the student will not be eligible to graduate until the next term. For detailed information on the thesis process, the student should refer to the Thesis Handbook, available from the Graduate School.

Time Limit Requirements

All graduate credit offered for the degree must have been earned within 7 calendar years after the year of admission. For example, students entering in 2007 have until December 2014 to complete their degrees. Coursework expires seven (7) years after the date the initial grade is awarded and may not be used for the degree after this date. For example, courses taken in Spring 2007 may be used on a program of study for graduation until May 2014.

Transcripts

Transcripts must be requested in writing from the Registrar’s Office (http://www.registrar.appstate.edu). Transcripts will not be issued to students having unpaid accounts with the University.

Transfer Credits

A candidate may, with permission of the program director, request approval from the Graduate School to transfer graduate course work from an approved graduate school. This coursework must be at the same or higher level than the student’s program at Appalachian and must be acceptable in a graduate degree program at the credit-granting institution. Graduate work included in a previous degree from another institute graduate can not be included on a program of study. Transfer credits are subject to the 7-year time limit requirement at the time of graduation. The number of hours of transfer allowed are as follows:

- For master’s programs requiring a thesis: 6 hours
- For all other programs: 9 hours

The grades earned must be at least “B.” Courses with grades of “P” meaning “Passing” or “Pass/Fail” option and grades of “S” meaning “Satisfactory” are not acceptable for transfer. Transfer credit should be reported on the Program of Study form or a Program of Study Change form as soon as possible, but will not be officially posted to the student’s transcript until the graduation audit of requirements during the semester of graduation.
Undergraduate Enrollment in Graduate Level Courses

Seniors with a grade-point average of 3.00 or above may, with written permission from the course instructor, the chair of the department offering the course, and the Graduate School, be permitted to take one or more graduate courses for undergraduate credit. Credit earned in this manner will be used to meet baccalaureate degree requirements and may not be applied toward a graduate degree.

Seniors with a grade-point average of 3.00 or above desiring to enroll in graduate level courses for graduate credit to be applied to a graduate degree may do so provided they have: (1) made application for admission to the Graduate School; (2) made application to take the GRE, MAT or GMAT; and (3) obtained written permission from the course instructor, the chair of the department offering the course, and the Graduate School. No more than 12 hours of credit earned prior to admission under any status or a combination thereof may be applied toward a graduate degree, and then only upon approval by the student’s advisory committee and the Graduate School.

Weather Policy

Appalachian State University reserves the right to cancel or delay classes during severe weather conditions. In determining whether to do so, the Chancellor consults with the Provost, Vice Chancellors, and other appropriate personnel. Only the Governor of North Carolina has the authority to close the institution due to adverse weather conditions.

The Office of Public Affairs, or its designee, has the responsibility for publicizing the Chancellor’s decision to cancel or delay classes. Every effort will be made to reach such a decision by 6:30 a.m. of the affected day. The information will be disseminated via the ASU home page and AppalNET, and to local radio and regional TV stations able to report the university’s status in sufficient detail (e.g., the expectations for staff members or the time until which classes are being delayed). Also, a recorded telephone message announcing any change in normal operations is available at (828) 262-SNOW. Faculty are reminded that media do not announce individual class cancellations.

Staff employees (SPA) should follow the State’s adverse weather policy as distributed on the Human Resource Services web page: http://www.hrs.appstate.edu/leave/adverse.htm. Information concerning any cancellations or delays of ASU classes offered at off-campus sites will be accessible at www.ext-dl.appstate.edu.

“Classes are cancelled” means that no classes will be held on the day or night indicated, and such notices will state the expectations for staff employees. Announcements of class delays will specify the point during the day at which classes will resume meeting at their regularly scheduled times. “The University is closed” means that all classes and other activities are cancelled and that only essential personnel who can reach campus safely are expected to report.

Though it is impossible to describe precisely the conditions that may warrant interrupting normal operations, the people involved in such determinations will consider both the University’s educational responsibilities and the physical welfare of all members of its community. The assessment of the situation will also take into account, as one factor, the status of the AppalCart bus system.

Because weather and road conditions often vary significantly within this area, the decision whether to travel must rest with the individual. When there has been no general cancellation of classes, individual faculty who are unable to meet their classes but have access to e-mail should send students timely notice that they will not meet. The faculty member must also notify the departmental chair by e-mail or telephone. Faculty are encouraged to make reasonable accommodation, including the opportunity to make up any missed assignments or examinations, for students who live at a distance from campus and have been absent from class because of dangerous weather or road conditions.

Withdrawal

A student is allowed to officially withdraw (i.e., cease enrollment in all courses) without academic penalty during the first nine weeks of a Fall or Spring semester. In order to officially withdraw, the student must formally contact the Registrar’s Office.

A grade of “W” (Withdrawal) will be assigned to each course if the student withdraws during the first nine weeks of a Fall or Spring semester (the last day to withdraw without academic penalty is indicated in the Schedule of Classes available from the Registrar’s Office).

A student who officially withdraws after the first nine weeks of a Fall or Spring semester will receive a grade of “WF” (Withdrawal/Failing) or “WU” (Withdrawal/Unsatisfactory) for each course in which she or he is enrolled in at the time of withdrawal. The following are two exceptions to this policy:

1. A student can petition for withdrawal without academic penalty for compelling medical or psychological reasons. Students seeking a medical withdrawal must contact Student Health Services; those seeking a withdrawal for psychological reasons must contact the Counseling and Psychological Services Center. Supporting documentation will be required. If a medical or psychological withdrawal is approved, the student will receive a grade of “W” in each course for which she or he is enrolled.

2. A student can petition for withdrawal without academic penalty for extenuating reasons (i.e., other than medical or psychological). The student must formally notify the Registrar’s Office. The reasons for the withdrawal should be
clearly stated, and supporting documentation may be required. Consideration will be given to the reasons for the withdrawal and grades may be assigned on a course-by-course basis, as deemed appropriate.

Other policies governing withdrawing from courses:

- If a student does not regularly attend an audited course, the instructor may request an administrative withdrawal grade to be assigned. The instructor should provide documentation to the Registrar’s Office with the recommendation.
- A student who holds a tuition scholarship or award must pay back the entire remission or award if that student withdraws from courses.
- A student who ceases to attend all classes prior to the end of an academic term, and does not officially withdraw by notifying the Registrar’s Office, will automatically receive a “Failing” grade on each enrolled course.
- Distance Learning students enrolled in an extension program should initiate withdrawals in the Office of Extension and Distance Education.
- A student who officially withdraws from the University will receive a refund based on the date of notification. The refund percentage is published in the Schedule of Classes for each semester. The term refund should be understood to mean either: a) the repayment of money received by the University for tuition and fees, or b) a reduction of charges if tuition and fees have not yet been paid.
Graduate Courses Offered

Graduate courses at Appalachian are numbered 5000 and above. 5000 is master's level; 6000 is specialist level; 7000 is doctoral level. Selected courses at the 5000 level are dual listed with senior undergraduate (4000-level) courses, meaning that the two courses may be offered in the same room at the same time. Graduate students in these courses will have additional requirements specified on the syllabus to ensure a more in-depth study of the course topics. These dual-listed courses are indicated with a notation in [brackets] at the end of the course description. All the courses in this bulletin, except courses numbered 5989, 6989, and 7989, are courses that count toward a program of study for at least one graduate degree. 5989/6989/7989 courses are intended for continued enrollment purposes only, and do not count on a program of study.

The table below lists course disciplines along with the departments that offer the courses, and the sections of this Bulletin in which the course descriptions may be found. Courses in this Bulletin are listed as follows:

Prefix Number. Title/(Semester Hours). Term(s) of Offering. Short description of course contents.

For example: MAT 5610. Analysis I/(3).S. This is an MAT (mathematics) course numbered 5610 entitled “Analysis I” offered for 3 semester hours credit usually in the Spring semester. Semesters of the year in which the course is anticipated to be offered are represented by symbols: “F” for Fall semester, “S” for Spring semester, and “SS” for a Summer Session. These semester offering codes are guidelines only, and departments may deviate from the listing for enrollment or staffing considerations.

### Graduate Courses Offered at Appalachian

| Prefix | Discipline | Department Offering the Course | Description in Section on...
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<td>Curriculum Specialist</td>
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<tr>
<td>HE</td>
<td>Higher Education</td>
<td>Leadership &amp; Educational Studies</td>
<td>Higher Education</td>
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<tr>
<td>HPC</td>
<td>Human Development &amp; Psychological Counseling</td>
<td>Human Development &amp; Psychological Counseling</td>
<td>Community Counseling</td>
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<tr>
<td>IND</td>
<td>Industrial Design</td>
<td>Technology</td>
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<tr>
<td>TTC</td>
<td>Instructional Technology/Computers</td>
<td>Leadership &amp; Educational Studies</td>
<td>Educational Media – Instructional Technology</td>
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<td>Prefix</td>
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<td>Description in Section on...</td>
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<tr>
<td>IDS</td>
<td>Interdisciplinary Studies</td>
<td>Interdisciplinary Studies</td>
<td>Appalachian / Women's Studies</td>
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<td>LSA</td>
<td>Leadership &amp; School Administration</td>
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<td>LIB</td>
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<td>MBA</td>
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<td>Political Science/Criminal Justice</td>
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<td>Philosophy &amp; Religion</td>
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<td>Political Science/Criminal Justice</td>
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<td>Reading</td>
<td>Language, Reading &amp; Exceptionalities</td>
<td>Reading Education</td>
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<td>RM</td>
<td>Recreation Management</td>
<td>Health, Leisure &amp; Exercise Science</td>
<td>Exercise Science</td>
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<td>REL</td>
<td>Religious Studies</td>
<td>Philosophy &amp; Religion</td>
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<td>Leadership &amp; Educational Studies</td>
<td>School Administration</td>
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<td>Interdisciplinary Studies</td>
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<tr>
<td>THR</td>
<td>Theatre</td>
<td>Theatre &amp; Dance</td>
<td>Theatre &amp; Dance</td>
</tr>
</tbody>
</table>
The College of Arts and Sciences plays a central role in fulfilling Appalachian State University’s instructional mission. Comprising the academic areas of the Humanities, the Mathematical, Natural, and Social Sciences, the College encourages professional growth, creativity, and collegialship, and promotes the habits of inquiry, learning, and service among all its constituents. Through its graduate degree programs, the College of Arts and Sciences fosters the development of a variety of skills that are desirable for careers in industry, government, business, and education, or that prepare for further study at the doctoral level.

The following is a listing of the College’s individual graduate degree programs, graduate certificates, graduate minors, and the corresponding major codes (in parentheses). For specific requirements, refer to the individual program listings.

+Advanced Licensure: The [T]+ notation indicates that the requirements for the degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Center for Appalachian Studies
- MA in Appalachian Studies (204*/05.0199) with concentrations in
  - Appalachian Culture Area (204B)
  - Appalachian Music: Roots and Influences (204D)
  - Sustainable Development (204C)
- Graduate Certificate in Appalachian Studies (200A/05.0199)
- Graduate Minor in Appalachian Studies (203/05.0199)

Department of Biology
- MS in Biology (207A/26.0101)

Department of Computer Science
- MS in Computer Science (224A/11.0701)

Department of English
- MA in English (232A/23.0101)
- MA in English, Education (235*/13.1305) with concentrations
  - Community College Teaching (235B)
  - Secondary School Teaching (235S) [T]+
- Graduate Certificate in Rhetoric and Composition (132A/23.0101)
- Graduate Minor in English (235/23.0101)

Department of Foreign Languages and Literatures
- MA in Romance Languages, French (222A/16.0999) -- not accepting applications at this time
- MA in Romance Languages, French (Teaching) (223*/16.0999) -- not accepting applications at this time
- MA in Romance Languages, Spanish (228A/16.0999)
- MA in Romance Languages, Spanish (Teaching) (229*/16.0999) with concentrations in
  - Community College Teaching/Spanish (229E)
  - Spanish, K-12 Teaching (M Level Licensure) (229D) [T]+
- Graduate Certificate in French (108A/16.0999)
- Graduate Certificate in Spanish (111A/16.0999)
- Graduate Minor in Romance Languages, French (222/16.0999)
- Graduate Minor in Romance Languages, Spanish (223/16/0999)

Department of Geography and Planning
- MA in Geography, Thesis Option (237A/45.0701)
- MA in Geography, Non-Thesis Option (237*/45.0701) with concentrations in
  - General Geography (237B)
  - Planning (237C)
- Graduate Certificate in Planning (109A/45.0701)
Graduate Minor in Geography (241/45.0701)

**Department of History**
- MA in History (255A/54.0101)
- MA in History, Education (248*/13.1328) with a concentration in Secondary School Teaching (248S) [T]+
- MA in Public History (283A/54.0105)
- Graduate Minor in History (248/54.0101)

**Department of Interdisciplinary Studies**
- Graduate Certificate in Women’s Studies (130A/05.0207)

**Department of Mathematical Sciences**
- MA in Mathematics (264*/27.0101) with a concentration in College Teaching (264B)
- MA in Mathematics, Education (263*/13.1311) with a concentration in Secondary School Teaching (263S) [T]+

**Department of Philosophy and Religion**
- Graduate Minor in Philosophy (104/38.0101)
- Graduate Minor in Religious Studies (105/38.0201)

**Department of Physics and Astronomy**
- Master of Science degree in Engineering Physics (113*/40.0801) with two concentrations:
  - Systems and Laboratory Automation (113B)
  - Professional Science Master’s in Instrumentation and Automation (113C)
- Graduate Minor in Physics (272/40.0801)

**Department of Political Science/Criminal Justice**
- MS in Criminal Justice and Criminology (120A/43.0104)
- MA in Political Science (267*/45.1001) with concentrations in American Government (267C)
  - International Relations/Comparative Politics (267E)
  - Justice Studies (267D)
- Master of Public Administration (MPA) (279*/44.0401) with concentrations in Administration of Justice (279D)
  - Emergency Management (279E)
  - Not-for-Profit Management (279F), Public Management (279B)
  - Town, City and County Management (279C)

**Department of Psychology**
- MA in Clinical Health Psychology (115A/42.0201)
- MA in Industrial-Organizational Psychology and Human Resource Management (258A/42.0901)
  -- This degree is offered jointly with the Department of Management in the Walker College of Business.
- MA in Psychology, General Experimental (226A/42.0101)
- MA/Specialist in School Psychology (125A/42.1701)[T]+
- Graduate Minor in Psychology (276/42.0101)

**Department of Sociology and Social Work**
- MA in Gerontology (245A/30.1101) (general -- with no concentration)
- MA in Gerontology (256*/30.1101) with concentrations in Counseling (256B), Lifespan Transitions (256D), and Program Administration (256C)
- MSW in Social Work (135*/44.0701) with concentrations in Community and Organizational Practice (135B)
- Individuals and Families (135C)
- Graduate Certificate in Gerontology (110A/30.1101)

**Interdisciplinary (Coordinated through the College of Arts and Sciences Dean’s Office)**
- MA in Social Science, Education (282*/13.1317) -- not accepting applications at this time
The Walker College of Business
Randy K. Edwards, Dean
Don R. Cox, Associate Dean for Accreditation
Heather M. Hulburt, Assistant Dean for Instructional Programs
Philip R. Witmer, Assistant Dean for Graduate and International Programs

The mission of the Walker College of Business is to offer the highest quality educational experiences preparing our students for life-long learning and leadership responsibilities in a dynamic global environment. To accomplish the mission, we focus on academic excellence, technological competencies, and practical application of business principles. Through research and service, the Walker College of Business contributes to the growth and progress of the business disciplines and the broader community. The College provides individual attention for students through a high level of student-faculty collaboration and involvement of business leaders.

Students in the Walker College of Business focus on a common set of learning objectives including functional business knowledge, leadership and teamwork skills, analytical and critical thinking skills, responsiveness to domestic and global business environments, appreciation for diversity and multiculturalism as well as ethical and legal responsibilities, and professional communication skills. Students are encouraged to participate in international and practical business experiences.

To enroll in a 5000-level course in the College of Business, a student must: be admitted to a graduate program of study, be admitted to a certificate program, or have permission of the instructor and the departmental chair in which the course is offered. In addition, if the course is an MBA 5000-level course, a student must have permission of the MBA Program Director to enroll in the MBA course.

The following is a listing of the College’s graduate degree programs and graduate certificates with corresponding major codes (in parentheses). For specific degree requirements, refer to the individual departmental listings.

Department of Accounting
MS in Accounting (302*/52.0301) with concentrations in
General (302C)
Taxation (302B)

Business Administration
Master of Business Administration (MBA) (305A/52.0201)

Department of Computer Information Systems
Graduate Certificate in Computer Information Systems (310A/52.1201)

Department of Management
MA in Industrial-Organizational Psychology and Human Resource Management (258A/42.0901)
-- This degree is offered jointly with the Department of Psychology in the College of Arts and Sciences, and the degree requirements are listed under “Psychology”
Graduate Certificate in Human Resource Management (330A/52.1001)
The Reich College of Education at Appalachian State University is widely recognized throughout the Southeast as a strong leader in teacher education and related programs. Graduate degrees are offered at the master’s, specialist, and doctoral levels. The College also offers five graduate certificates.

The Reich College of Education is accredited by the National Council for the Accreditation of Teacher Education and offers over 30 graduate programs that are approved for state licensure by the North Carolina State Board of Education. In addition, more than ten human service programs are offered at the graduate level. These programs prepare students for various public service professions.

The following is a listing of the College’s graduate degree programs and graduate certificates with corresponding major codes (in parentheses). For specific degree requirements, refer to the individual program listings.

**Advanced Licensure:** The [T]+ notation indicates that the requirements for the degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

### Department of Curriculum and Instruction

- MA, Curriculum Specialist (416A/13.0301)[T]+
- MA in Educational Media (434*/13.0501) with concentrations in
  - Instructional Technology Specialist/Media Literacy (434G)
  - Instructional Technology Specialist/New Media and Global Education (434H)
- MA in Elementary Education (422A/13.1202)[T]+
- MA in Middle Grades Education (472*/13.1203) with concentrations in
  - Language Arts (472B) [T]+
  - Mathematics (472C) [T]+
  - Science (472D) [T]+
  - Social Studies (472E) [T]+
- Graduate Certificate in Educational Media Instructional Technology: Web-Based Distance Learning (419A/13.0501)
- Graduate Certificate in Media Literacy (424A/13.0501)

### Doctoral Program in Educational Leadership

- EdD in Educational Leadership (702*/13.0401) with concentrations in
  - Educational Leadership, General (702C)
  - Educational Leadership, Licensure (702B)[T]

### Department of Human Development and Psychological Counseling

- MA in College Student Development (496*/13.1102) with concentrations in
  - College Counseling (496B)
  - Student Affairs Practice (496C)
- MA in Community Counseling (405*/13.1102) with concentrations in
  - Addictions Counseling (405B)
  - Body Centered Therapy (405H)
  - Community Counseling, General (405G)
  - Expressive Arts Therapy (405F)
  - Marriage and Family Counseling (405E)
- MA in Marriage and Family Therapy (468A/51.1505)
- MA in Professional School Counseling (427*/13.1101)[T] with concentrations in
  - Elementary/Middle School Licensure (427B)[T]
  - Secondary School Licensure (427C)[T]
- Graduate Certificate in Addiction Counseling (423A/13.1102)
- Graduate Certificate in Expressive Arts Therapy (425A/13.1102)
Department of Language, Reading, and Exceptionalities
MA in Communication Disorders (Leads to NCDPI Licensure) (489A/51.0201)[T]
MA in Communication Disorders (Non-Teaching) (493A/51.0201)
MA in Reading Education, General (477*/13.1315) with concentrations in
  Adult Literacy (477B)
  Classroom/Clincial (477E)[T]+
MA in Special Education (476*/13.1001) with concentrations in
  Emotional/Behavioral Disorders (476B) [T]+
  Intellectual Disabilities (Mental Retardation) (476C) [T]+
  Learning Disabilities (476D) [T]+
MA in Special Education: Teaching Parent Specialty (484A/13.1001)
Post-Masters Graduate Certificate in Reading Education (Non-Licensure) (475A/13.1315)

Department of Leadership and Educational Studies
MA in Educational Media (437*/13.0501) with concentrations in
  Instructional Technology Specialist/Computers (437D)[T]+
  Instructional Technology Specialist/Computers, General (437E)
MA in Higher Education (454*/13.0406) with concentrations in
  Administration (454B)
  Adult Education (454C)
  Developmental Education (454D)
  Teaching (454E)
MLS in Library Science, General (465*/25.0101) with concentrations in
  Public Libraries (465C)
  School Libraries (465B)[T]+
Master of School Administration (MSA) (433A/13.0409)[T]
EdS in Educational Administration (428A/13.0401)[T]
EdS in Higher Education (455*/13.0406) with concentrations in
  Administration (455B)
  Adult Education (455C)
  Developmental Education (455D)
  Teaching (455E)

Teacher Education Graduate Programs Housed Outside the Reich College Of Education

College of Arts and Sciences
MA in English, Education (235*/13.1305) with a concentration in Secondary School Teaching (235S) [T]+
MA in History, Education (248*/13.1328) with a concentration in Secondary School Teaching (248S) [T]+
MA in Mathematics, Education (263*/13.1311) with a concentration in Secondary School Teaching (263S) [T]+
MA in Romance Languages, French (Teaching) (223*/16.0999) with a concentration in
  French, K-12 Teaching (M Level Licensure) (223D) [T]+
MA in Romance Languages, Spanish (Teaching) (229*/16.0999) with a concentration in
  Spanish, K-12 Teaching (M Level Licensure) (229D)[T]+
MA/Specialist in School Psychology (125A/42.1701)[T]

College of Fine and Applied Arts
MA in Child Development: Birth through Kindergarten (548*/13.1209) with a concentration in
  Teaching (548B)[T]+
MA in Family and Consumer Sciences, Education (527A/13.1308) [T]+
MA in Technology Education (546*/13.1309) with a concentration in
  Secondary School Teaching (546S)[T]+

Hayes School of Music
MM in Music Education (559*/13.1312) with concentrations in
  Band Directing (559D)[T]+
  Choral Directing (559E)[T]+
  General Music (559B)[T]+
The College of Fine and Applied Arts offers degree programs at the Master of Arts (MA) and Master of Science (MS) levels. Although degree programs at the master’s level are not available through the Departments of Communication and Theatre and Dance, these departments offer courses for graduate credit. The following is a listing of the College’s graduate degree programs and one graduate minor with corresponding major codes (in parentheses). For specific requirements, refer to the individual program listings.

+Advanced Licensure: The [T]+ notation indicates that the requirements for the degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

**Department of Family and Consumer Sciences**
- MA in Child Development: Birth-Kindergarten (548*/13.1209) with concentrations in Administration (548C), Allied Personnel (548D), Teaching (548B) [T]+
- MA in Family and Consumer Sciences (529*/19.0101) with concentrations in Child and Family Studies (529B), Foods and Nutrition (with ADA internship) (529C), General (529D)
- MA in Family and Consumer Sciences, Education (527A/13.1308)[T]
- Graduate Minor in Family and Consumer Sciences (527/19.0101)

**Department of Health, Leisure and Exercise Science**
- MS in Exercise Science (562*/31.0505) with concentrations in Clinical/Cardiopulmonary Rehabilitation (562C), Research (562B), Strength and Conditioning (562D)

**Department of Technology**
- MA in Industrial Technology, Thesis Option (532A/15.0612)
- MA in Industrial Technology, Non-Thesis Option (538*/15.0612) with concentrations in Appropriate Technology (538C), Building Science (538D), Graphic Arts and Imaging Technology (538E), Technical Communications (538H)
- MA in Technology Education (546*/13.1309) with concentrations in Community College Teaching (546B), Secondary School Teaching (546S) [T]+

**Special Note on Independent Study:** Students intending to pursue independent study in the College of Fine and Applied Arts are reminded of deadline dates and procedures set by this college for applying for independent study. For information pertaining to these particulars, contact the department chair or the associate dean of the college.
The Hayes School of Music offers degree programs at the Master of Music (MM) and Master of Music Therapy (MMT) levels. The following is a listing of the School’s graduate degree programs with corresponding major codes (in parentheses). For more information, consult the Cratis D. Williams Graduate School and/or refer to the Music listing in this Bulletin.

**+Advanced Licensure:** The [T] notation indicates that the requirements for the degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Master of Music (MM) in Music Education (559*/13.1312) with concentrations in:
- Band Directing (559D) [T]+
- Choral Directing (559E) [T]+
- General Music (559B) [T]+

Master of Music (MM) in Performance (558*/50.0903) with concentrations in:
- Music Composition (558Z)
- Performance/Bassoon (558B)
- Performance/Cello (558C)
- Performance/Clarinet (558D)
- Performance/Euphonium (558Y)
- Performance/Flute (558E)
- Performance/French Horn (558F)
- Performance/Guitar (558G)
- Performance/Harp (558H)
- Performance/Oboe (558I)
- Performance/Organ (558K)
- Performance/Percussion (558L)
- Performance/Piano (558M)
- Performance/Saxophone (558N)
- Performance/String Bass (558O)
- Performance/Trombone (558P)
- Performance/Trumpet (558Q)
- Performance/Tuba (558R)
- Performance/Viola (558T)
- Performance/Violin (558U)
- Performance/Voice (558V)

Master of Music Therapy (MMT) (560A/51.2305)
Master of Science in Accounting
Department of Accounting
Walker College of Business

Timothy B. Forsyth, Chair and Associate Professor  
Ph.D., The University of Alabama  
ForsythTB@appstate.edu

William B. Pollard, Program Director and Professor  
Ph.D., University of South Carolina  
PollardWB@appstate.edu

http://www.business.appstate.edu/departments/accounting/

The Walker College of Business, through the Department of Accounting, offers the Master of Science (M.S.) in Accounting and course work at the graduate level in support of the Walker College of Business degree programs.

Courses in the following disciplines are offered through the Department of Accounting:

- ACC: accounting courses

Prerequisite to enrollment in a graduate course offered by the Department of Accounting is admission to a graduate program of study, or permission of the instructor and the departmental chair. In addition, enrollment in MBA courses requires permission of the MBA Program Director. A non-degree student must obtain permission from the Graduate School to enroll in 5000-level courses.

The basic educational objective of the M.S. in Accounting is to provide advanced education to meet the needs of persons planning careers in accounting at the professional level. The M.S. in Accounting program offers courses of study which greatly enhance success in completing certifying examinations needed for designation as Certified Public Accountant (CPA), Certified Management Accountant (CMA), Certified Internal Auditor (CIA), and other professional designations. Additionally, the program broadens the general business knowledge and intensifies accounting knowledge of its graduates so as to improve their performance beyond the entry/certification stage in their professional careers.

Application for admission to the M.S. program will be open to any graduate of an accredited four-year baccalaureate program. Admission is competitive, with admission granted only to students showing high promise of success in graduate business study. Admission to the M.S. program is based on a balanced appraisal of the applicant’s total record and overall excellence. The foundation for the admission decision is the GMAT score and undergraduate academic performance. The trend of grades during undergraduate schooling, the GPA in the undergraduate major, and relevant work experience may also be considered in the admission process.

For students without adequate preparation in accounting and business, the following undergraduate equivalent courses that are prerequisite to graduate study must be completed: Accounting Principles, Economics, Statistics, Behavioral Science, and Finance.

In addition, the undergraduate preparation must include the following accounting courses: Intermediate Accounting sequence; Cost Accounting; Accounting Systems; Individual Income Taxation; Auditing

Any or all of these courses may be waived if the student has taken equivalent work. Prerequisite courses may also be waived through written examination or, if the student feels academically prepared, through appropriate business experience. There is a fee for such examinations. Students lacking some or all of the prerequisites, if otherwise qualified, may be admitted to the graduate program with the understanding that the prerequisites will be completed as part of the program.

The program requires a minimum of 30 semester hours of graduate study and allows the student to follow a general concentration or a tax concentration. A student needing no prerequisites will usually complete the program in two semesters and a summer. For students with majors in other academic disciplines, it will take longer, depending on the required prerequisites.
PROGRAM OF STUDY FOR THE MASTER OF SCIENCE IN ACCOUNTING (Major code: 302*/52.0301)

**Admission Requirements:** Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu], including resume, three letters of recommendation, official GMAT exam scores, and official transcripts from all colleges attended; undergraduate course work in Accounting Principles, Economics, Statistics, Behavioral Science, and Finance; undergraduate accounting courses in Intermediate Accounting, Cost Accounting, Accounting Systems, Individual Income Taxation, and Auditing. In extenuating circumstances, an applicant may obtain permission to remove deficiencies in course work after entering the graduate program.

**Basic Criteria for Consideration:** (Undergraduate GPA x 200) + GMAT = 1100; Minimum GMAT of 450 is recommended.

**Hours:** 30 semester hours  
**Location:** On Campus

**Required:**

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<th>Code</th>
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<td>ACC</td>
<td>5590 Advanced Accounting Topics</td>
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<tr>
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<td>Three semester hours (5000 level or above) outside the Department of Accounting</td>
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<td>(Must be approved by the Program Director)</td>
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**REQUIRED HOURS** .......................................................... 6

**Concentration (CHOOSE ONE):**

**GENERAL CONCENTRATION (302C):**

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<tr>
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<td>5210 Advanced Managerial Accounting</td>
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<td>ACC</td>
<td>5270 Current Issues in Technology and AIS</td>
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<td>ACC</td>
<td>5390 Contemporary Issues in Accounting</td>
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<td>ACC</td>
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**TAXATION CONCENTRATION (302B):**

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<tr>
<td>ACC</td>
<td>5580 Tax Planning and Research</td>
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<tr>
<td>ACC</td>
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</table>

**CONCENTRATION HOURS** ......................................................... 12

**Thesis Options (CHOOSE ONE):**

**WITH THESIS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC</td>
<td>5999 Thesis</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Electives (5000 level or above)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>[Electives may be ACC, College of Business (COB) or outside COB and must be approved by the Program Director.]</td>
<td></td>
</tr>
</tbody>
</table>

**THESIS OPTION HOURS** .......................................................... 12

**TOTAL HOURS FOR THE MS DEGREE** ................................................. 30

**Thesis:** Optional  
**Proficiency:** None required  
**Comprehensive:** None required  
**Product of Learning:** None required
ACCOUNTING

GRADUATE COURSES IN ACCOUNTING (ACC)

ACC 5000. Accounting Research and Data Presentation/(3). On Demand. Study of methods used in research and data presentation in accounting; practice in using those methods.

ACC 5080. Income Taxation of Corporations/(3). F;S. Concepts and methods of determining federal tax liability of corporations. Topics include ordinary income, capital gains and losses, net operating loss, reorganizations, contemporary problems in corporate taxation and tax research. The student will also be introduced to estate, gift and partnership taxation. Prerequisite: ACC 3580 (Individual Income Taxation) with a minimum grade of “C-”. [Dual-listed with ACC 4580.]


ACC 5210. Advanced Managerial Accounting/(3).S. Focus is on the controller’s role in the decision-making process. Integration of accounting knowledge with other business and non-business disciplines is an important objective of this course. Topics may include, but are not limited to: cost behavior patterns, inventory planning and control, job-order and process costing, manufacturing cost systems, budgeting concepts, cost allocation, direct vs. absorption costing, transfer pricing and overhead application. Prerequisite: ACC 3200 (Cost Accounting) or equivalent.

ACC 5230. International Accounting/(3). On Demand. This course is designed to provide students with a background in international accounting. Emphasis will be placed upon the fact that accounting is not just a doctrine that has been handed down from generation to generation, but is actually the product of the environment in which it is used.

ACC 5270. Current Issues in Technology and AIS/(3). SS. A current-issues course designed to explore new developments in business technology and accounting information systems. Prerequisite: permission of the instructor.

ACC 5280. Partnerships and S Corporations/(3).S. A study of the tax implications of forming and operating conduit type businesses, with emphasis on planning for tax minimization. Prerequisite or corequisite: ACC 4580 (Income Taxation of Corporations), ACC 5080 or ACC 5180, or equivalent, or permission of the instructor.

ACC 5310. Auditing Theory Seminar/(3). On Demand. A study of the historical and theoretical aspects of the financial auditing function in the United States. Topics may include: SEC oversight of the auditing profession, internal control; the integrated framework, the changing economics of the public accounting profession, and/or other topics of current interest. Prerequisite: ACC 4560 (Introduction to Auditing) or equivalent.

ACC 5340. Accounting in the Business Environment/(3). On Demand. Various accounting topics will be explored in an international context with a focus on ethical implications of the role of accountants as business persons. Topics will be explored in a seminar environment with a strong emphasis on research and communication through written work and presentations. Prerequisite: permission of instructor.

ACC 5350. Development of Accounting Thought/ (3). On Demand. An intensive examination of the major contributions to the development of accounting thought. Students will critically examine the works of major authors, conceptual projects of accounting rule-making bodies, and a variety of research studies. Critiques of the various works will be presented both orally and in writing. Research methodology and design will be emphasized where appropriate. Prerequisite: permission of instructor.

ACC 5370. Analysis and Design of Accounting Systems/(3). On Demand. Focus is on the planning, analysis, and design of information systems. Topics include SDLC methodologies; feasibility analysis; project management; information-gathering techniques; use-case, structural, and behavioral modeling; computing architectures; security; user interface design; data storage techniques; and object approaches.

ACC 5380. Multijurisdictional Taxation/(3). On Demand. A study of state and local tax laws including income, franchise, property, sales and use and excise taxes. The state and local taxation of individual and business entities is covered and planning opportunities are discussed. Additionally, the course examines the U.S. laws of international taxation as well as tax issues affecting U.S. multinational companies. Prerequisite: ACC 3580 (Individual Income Taxation) or equivalent.
ACC 5390. Contemporary Issues in Accounting/ (3).F. A seminar approach to the major issues facing the accounting profession. Topics may include such items as standards overload, the accounting profession and the SEC, alternative bases of accounting, the future of the FASB, the functioning of the FASB as a problem solving body, Emerging Issues Task Force, Ethics, Congressional oversight of the accounting profession, Government Accounting Standards Board, Cost Accounting Standards Board, social accounting, behavioral sciences and accounting, and other areas of concern as they are identified. Prerequisite: permission of instructor.

ACC 5500. Independent Study/(1-4).F;S.

ACC 5530-5549. Selected Topics/(1-4).On Demand.

ACC 5550. Accounting for Not-for-Profit and Governmental Organizations/(3).On Demand. Theory and practice of budgetary and fund accounting, financial reporting, measures of output and performance, techniques for planning and control, and auditing for non-profit and governmental entities. Prerequisite: permission of instructor.

ACC 5570. Accounting Systems/(3).On Demand. A study of emerging issues in accounting information systems. Students will develop competence in understanding and interacting with various systems. Prerequisites: permission of the instructor.

ACC 5580. Tax Planning and Research/(3).F. A research oriented course designed to emphasize the need for tax planning. The student will be required to research and to make class presentations as to her or his findings. The course will cover income tax, estate tax and gift tax code provisions. Prerequisite: ACC 3580 (Individual Income Taxation) or equivalent.

ACC 5590. Advanced Accounting Topics/(3).S. An examination of accounting issues related to business combinations and consolidated entities, partnerships, foreign transactions and operations, and other areas of concern as they are identified. Prerequisite: permission of the instructor.

ACC 5640. Accounting Regulation/(3).F. A study of regulation of the accounting profession, with emphasis on taxation, business law, and professional standards. Prerequisite or corequisite: ACC 5080/ACC 4580 (Income Taxation of Corporations) or equivalent.

ACC 5660. Auditing Concepts and Applications/ (3).F. An in-depth study of ASB pronouncements and application of GAAS to an audit (public, internal and governmental) engagement. Emphasis will be placed on system analysis, the relationship of internal control to audit objectives, and the purpose of selected audit procedures. Cases and simulations will be used where applicable. Prerequisite: ACC 4560 (Introduction to Auditing) or equivalent.

ACC 5680. Wealth and Tax Planning/(3).S. A study of the federal transfer tax laws, with emphasis on family tax planning; also, a study of the income taxation of estates and trusts. Prerequisite: ACC 3580 (Individual Income Taxation) or equivalent.

ACC 5780. Issues in Taxation/ (3).SS. This course examines issues that students are generally not exposed to in other tax courses. Topics may include: exempt organizations; advanced individual tax issues, selected corporate tax issues, and basic concepts in multi-state and international tax. Prerequisite: ACC 3580 (Individual Income Taxation) or equivalent.

ACC 5900. Internship/(3-6).F;S. A full-time work situation for students in the Master of Science in Accounting program. A maximum of three hours may be included in the Program of Study. Prerequisite: permission of the accounting internship coordinator. Graded on an S/U basis.

ACC 5989. Graduate Research/(1-9).On Demand. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. ACC 5989 does not count toward a degree.

ACC 5990. Survey of Financial Accounting/(3).S. An intensive study of financial accounting topics in conjunction with the business environment. Prerequisite: permission of the instructor.

The Department of Anthropology participates in graduate programs in Appalachian Studies. Courses in the following disciplines are offered through the Department of Anthropology:

ANT: anthropology courses

GRADUATE COURSES IN ANTHROPOLOGY (ANT)

ANT 5120. Appalachian Culture and Social Organization/(3).F. Exploration of dominant cultural principles and values and their relationship to historical, economic, and political themes, and to social organization and social dynamics; analysis of the socio-economic structure of Appalachian communities, and of the meaning of kinship and its relationship to community organization and processes.


ANT 5410. Qualitative Research Methods/(3).S. An introduction to qualitative methodology and research design. Topics will include sampling, ethical issues, and the methods of participant observation, interviewing, and focus groups. Students will carry out an original research project during the course.

ANT 5500. Independent Study/(1-4).F;S.

ANT 5530-5549. Selected Topics/(1-4).On Demand. An opportunity to study a special topic or combination of topics not otherwise provided for in the anthropology curriculum. May be repeated for credit when content does not duplicate.

ANT 5565. Agrarian Studies and Rural Development/(3).On Demand. Theoretical and descriptive analysis of peasants, small farmers and corporate agribusinesses through political economic and cultural perspectives in the context of globalization. Explores agrarian social movements and prospects for more just and sustainable outcomes from a comparative perspective. A research paper reflecting theory, method and case development is required. [Dual-listed with ANT 4565.]

ANT 5568. Language and Culture/(3).On Demand. An overview of the complex relations between language, culture, and society as conceived by linguists and anthropologists. The course takes both an historical and an ethnographic approach to language, and involves close readings of theoretical works on language as well as comparative, cross-cultural readings in the ethnography of speaking. (Meets ASHA III-B) [Same as CD 5568.] [Dual-listed with ANT 4568.]

ANT 5600. Medical Anthropology/(3).F. An examination of health, illness, and the treatment of disease from a cross-cultural perspective. Includes discussion of various theories of illness, types of healers, and the empirical basis for folk medicine and alternative forms of therapy. [Dual-listed with ANT 4600.]

ANT 5610. Ethnographic Field School/(2-6).On Demand. Students will be immersed in a cultural setting and learn to use standard ethnographic techniques to analyze and interpret the culture. There will be instruction in the use of qualitative methods, such as observation, mapping, genealogies and life histories, formal interviewing, and cultural domain analysis. Students will design and carry out an ethnographic research project.

ANT 5900. Field Experience: Internship/(3-12).On Demand. Supervised placement in a setting which provides an opportunity to observe and practice anthropological skills. Graded on an S/U basis.

ANT 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. ANT 5989 does not count toward a degree.
Master of Arts in Appalachian Studies
Graduate Certificate in Appalachian Studies
Graduate Minor in Appalachian Studies
Center for Appalachian Studies
College of Arts and Sciences

Patricia D. Beaver, Center Director and Professor of Anthropology
Ph.D., Duke University
BeaverPD@appstate.edu

Edwin Arnold, Program Director and Professor of English
Ph.D., University of South Carolina
ArnoldET@appstate.edu

http://www.appstudies.appstate.edu/

The Center for Appalachian Studies coordinates curriculum offerings, projects, and research relating to the Appalachian region. The Center offers the following programs:
- Master of Arts degree program in Appalachian Studies (204*/05.0199), with concentrations in Appalachian Culture Area (204B)
- Appalachian Music: Roots and Influences (204D)
- Sustainable Development (204C)
- Graduate Certificate in Appalachian Studies (200A/05.0199)
- Graduate Minor in Appalachian Studies (203/05.0199).

Courses in the following disciplines are offered through the Center for Appalachian Studies:
- AS: Appalachian studies courses
- IDS: sustainable development courses

In addition, the Appalachian Studies programs include coursework offered by other departments as follows:
- ANT: anthropology courses (see the Anthropology Department for course descriptions)
- BIO: biology courses (see the Biology program for course descriptions)
- ECO: economics courses (see the Economics Department for course descriptions)
- ENG: English courses (see the English program for course descriptions)
- GHY: geography courses (see the Geography program for course descriptions)
- GLY: geology courses (see the Geology Department for course descriptions)
- HIS: history courses (see the History program for course descriptions)
- MBA: business administration courses (see the Business Administration program for course descriptions)
- MGT: management courses (see Management department for course descriptions)
- MUS: music courses (see the Music program for course descriptions)
- PA: public administration courses (see the Public Administration program for course descriptions)
- PLN: planning courses (see the Geography program for course descriptions)
- PS: political science courses (see the Political Science program for course descriptions)
- REL: religious studies (see the Philosophy and Religion Department for course descriptions)
- SOC: sociology courses (see the Gerontology program for course descriptions)
- TEC: technology courses (see the Technology program for course descriptions)

The Appalachian Studies MA program qualifies for Academic Common Market status, and students from the southeastern states outside of North Carolina may qualify for a reduction to in-state tuition. Currently, the Appalachian Studies program is open in the following states: Arkansas, Delaware, Kentucky, South Carolina, Tennessee, Texas, Virginia, and West Virginia. Students should contact their home state’s ACM coordinator to request consideration. The complete list of coordinators is available on the Southern Regional Education Board website: http://www.sreb.org.

The Appalachian Culture Area concentration (204B) focuses on scholarship and research in the social sciences, humanities, and fine and applied arts, seeking to deepen understanding of the Appalachian socio-cultural and historical experience.

The Appalachian Music: Roots and Influence concentration (204D) focuses on scholarly treatment of regional music traditions, including ballads, shape-note songs, traditional string bands, bluegrass, gospel, and country, including the African-American as well as European-American traditions.
The Sustainable Development concentration (204C) is based on applied research and interdisciplinary course work spanning the social and natural sciences as well as the humanities. It provides a foundation for those students who seek to develop the means for meeting the legitimate needs of present generations without compromising the ability of future generations to meet their needs. For students interested in Appalachian and other highland and rural peoples, as well as other peoples threatened by the results of unsustainable practices and patterns, this course of study provides the background in the search for sustainable solutions.

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN APPALACHIAN STUDIES (Major Code: 200A)

Admission Requirements: Baccalaureate degree in from an accredited college or university; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu], including resume, official GRE general exam scores, and official transcripts for baccalaureate degree.

Hours: 18 semester hours

Location: On Campus

Program of Study:
An appropriate research methods course, e.g., AS 5000 or equivalent......................................................3
An elective course chosen in consultation with the program director .................................................................3
Choose 4 courses from at least 3 departments out of the following list ....................................................12

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT</td>
<td>5120 Appalachian Culture and Social Organization</td>
<td>3</td>
</tr>
<tr>
<td>BIO</td>
<td>5530-5549 Biogeography of the Southern Appalachians</td>
<td>3</td>
</tr>
<tr>
<td>ENG</td>
<td>5710 Advanced Folklore</td>
<td>3</td>
</tr>
<tr>
<td>ENG</td>
<td>5720 Appalachian Literature</td>
<td>3</td>
</tr>
<tr>
<td>HIS</td>
<td>5208 Seminar in Appalachian History</td>
<td>3</td>
</tr>
<tr>
<td>REL</td>
<td>5400 Religion in Appalachia</td>
<td>3</td>
</tr>
<tr>
<td>PS</td>
<td>5130 Appalachian Political Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>SOC</td>
<td>5300 Appalachia in Social Context</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL HOURS FOR CERTIFICATE ........................................... 18

GRADUATE MINOR IN APPALACHIAN STUDIES (203/05.0199)

Students will elect a total of 9 semester hours from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS</td>
<td>5000 Bibliography and Research</td>
<td>3</td>
</tr>
<tr>
<td>ANT</td>
<td>5120 Appalachian Culture and Social Organization</td>
<td>3</td>
</tr>
<tr>
<td>BIO</td>
<td>5530-5549 Biogeography of the Southern Appalachians</td>
<td>3</td>
</tr>
<tr>
<td>ENG</td>
<td>5xxx Course with Appalachia as the central focus (e.g., ENG 5710- Advanced Folklore; ENG 5720-Appalachian Literature)</td>
<td>3</td>
</tr>
<tr>
<td>HIS</td>
<td>5208 Seminar in Appalachian History</td>
<td>3</td>
</tr>
<tr>
<td>REL</td>
<td>5400 Religion in Appalachia</td>
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</tr>
<tr>
<td>SOC</td>
<td>5300 Appalachia in Social Context</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL HOURS FOR MINOR ........................................... 9
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN APPALACHIAN STUDIES WITH A CONCENTRATION IN APPALACHIAN CULTURE AREA (Major Code: 204*/05.0199; Concentration Code: 204B)

Admission Requirements: Baccalaureate degree in from an accredited college or university; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu], including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; two-page statement of intent explaining applicant’s academic and professional goals in chosen concentration and the value of regional studies to the contemporary world; additional courses (up to 15 hours maximum) may be required if so indicated by the student’s deficiencies.

Basic Criteria for Consideration: Cumulative GPA: 3.0; GRE Verbal score: 500; GRE Writing score: 3.5.

Hours: 36 semester hours

Location: On Campus

Required Courses: (9 s.h.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS 5000</td>
<td>Bibliography and Research</td>
</tr>
<tr>
<td>AS 5020</td>
<td>Colloquium in Appalachian Studies</td>
</tr>
<tr>
<td>ANT 5410</td>
<td>Qualitative Research Methods (3 s.h.)</td>
</tr>
<tr>
<td>SOC 5110</td>
<td>Research Problems I (Quantitative Methods) (3 s.h.)</td>
</tr>
<tr>
<td>Another appropriate research methods course chosen with approval of the advisor (3 s.h.)</td>
<td></td>
</tr>
</tbody>
</table>

REQUIRED COURSE HOURS……………………………………… 9

Regional Courses: (12 s.h. required)

Choose four of the following courses, from four different disciplines .......................... 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 5120</td>
<td>Appalachian Culture and Social Organization (3 s.h.)</td>
</tr>
<tr>
<td>BIO 5530-5549</td>
<td>Biogeography of the Southern Appalachians (3 s.h.)</td>
</tr>
<tr>
<td>ENG 5710</td>
<td>Advanced Folklore (3 s.h.)</td>
</tr>
<tr>
<td>ENG 5720</td>
<td>Appalachian Literature (3 s.h.)</td>
</tr>
<tr>
<td>HIS 5208</td>
<td>Seminar in Appalachian History (3 s.h.)</td>
</tr>
<tr>
<td>REL 5400</td>
<td>Religion in Appalachia (3 s.h.)</td>
</tr>
<tr>
<td>PS 5130</td>
<td>Appalachian Political Perspectives (3 s.h.)</td>
</tr>
<tr>
<td>SOC 5300</td>
<td>Appalachia in Social Context (3 s.h.)</td>
</tr>
</tbody>
</table>

REGIONAL COURSEWORK HOURS ...................................... 12

Electives: (9-12 s.h. required)

Choose 3-4 courses from the list below, or from the Regional Courses listed above  ......................... 9-12
(with approval of the student’s advisor). No more than twenty-five percent of the student’s degree program may be taken in a combination of selected topics and independent studies.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 5200</td>
<td>Sustainable Development: Theory, Method and Case (3 s.h.)</td>
</tr>
<tr>
<td>ANT 5530-5549</td>
<td>Appalachian Prehistory (3 s.h.)</td>
</tr>
<tr>
<td>ANT 5565</td>
<td>Agrarian Studies and Rural Development (3 s.h.)</td>
</tr>
<tr>
<td>ANT 5600</td>
<td>Medical Anthropology (3 s.h.)</td>
</tr>
<tr>
<td>ANT 5610</td>
<td>Ethnographic Field School (2-6 s.h.)</td>
</tr>
<tr>
<td>AS 5110</td>
<td>Ethnographic Field Study (1-6 s.h.)</td>
</tr>
<tr>
<td>AS 5500</td>
<td>Independent Study (3 s.h.)</td>
</tr>
<tr>
<td>AS 5530-5549</td>
<td>Selected Topics (3 s.h.)</td>
</tr>
<tr>
<td>ENG 5100</td>
<td>Composition Theory, Practice, and Pedagogy (3 s.h.)</td>
</tr>
<tr>
<td>ENG 5640</td>
<td>Cultural Studies (3 s.h.)</td>
</tr>
<tr>
<td>ENG 5650</td>
<td>Gender Studies (3 s.h.)</td>
</tr>
<tr>
<td>GHY 5400</td>
<td>Planning Process (3 s.h.)</td>
</tr>
<tr>
<td>HIS 5002</td>
<td>Seminar in Public History (3 s.h.)</td>
</tr>
<tr>
<td>HIS 5206</td>
<td>Studies in American History (when applicable) (3 s.h.)</td>
</tr>
<tr>
<td>HIS 5575</td>
<td>Introduction to Public History (3 s.h.)</td>
</tr>
<tr>
<td>HIS 5610</td>
<td>Management of Museums (3 s.h.)</td>
</tr>
<tr>
<td>HIS 5640</td>
<td>Interpretation in Museums (3 s.h.)</td>
</tr>
<tr>
<td>HIS 5660</td>
<td>Topics in Public and Applied History (3 s.h.)</td>
</tr>
<tr>
<td>PLN 5450</td>
<td>Planning Sustainable Communities (3 s.h.)</td>
</tr>
</tbody>
</table>
PLN  5700  Project Management (3 s.h.)
PA  5060  Seminar in Public Administration (3 s.h.)
PS  5330  Problems in State and Local Government (3 s.h.)
IDS  5100  Foundations of Sustainable Development (3 s.h.)
IDS  5300  Issues in Global Systems Science (3 s.h.)
SOC  5750  Social Stratification (3 s.h.)
TEC  5638  Contemporary Problems in Appropriate Technology (3 s.h.)

**ELECTIVE HOURS** ................................................................. 9-12

**Final Project (CHOOSE ONE):**
AS  5900  Internship ................................................................. 3-6
AS  5999  Thesis ........................................................................ 3-6

**FINAL PROJECT HOURS** ......................................................... 3-6

**TOTAL HOURS FOR THE MA DEGREE** ........................................ 36

**Thesis:** Optional

**Proficiency:** A reading knowledge of a foreign language is required. Demonstrated competency in statistics and/or computer science may be substituted upon approval of the student’s advisor. The standards by which proficiency is determined are listed in the current Graduate Bulletin.

**Comprehensive:** A comprehensive examination is required.

**Product of Learning:** None required
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN APPALACHIAN STUDIES WITH A CONCENTRATION IN APPALACHIAN MUSIC: ROOTS AND INFLUENCES

(Major Code: 204*/05.0199; Concentration Code: 204D)

Admission Requirements: Baccalaureate degree in from an accredited college or university; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu], including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; two-page statement of intent explaining applicant’s academic and professional goals in chosen concentration and the value of regional studies to the contemporary world; additional courses (up to 15 hours maximum) may be required if so indicated by the student’s deficiencies.

Basic Criteria for Consideration: Cumulative GPA: 3.0; GRE Verbal score: 500; GRE Writing score: 3.5.

Hours: 36 semester hours

Location: On Campus

Required Courses: (9 s.h.)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>AS 5000</td>
<td>Bibliography and Research</td>
<td>3</td>
</tr>
<tr>
<td>AS 5020</td>
<td>Colloquium in Appalachian Studies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One of the following courses</td>
<td>3</td>
</tr>
<tr>
<td>ANT 5410</td>
<td>Qualitative Research Methods (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>SOC 5110</td>
<td>Research Problems I (Quantitative Methods) (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Another appropriate research methods substitution with approval of advisor (3 s.h.)</td>
<td></td>
</tr>
</tbody>
</table>

REQUIRED COURSE HOURS .................................................... 9

Regional Courses: (12 s.h. required)

Choose four of the following courses, from four different disciplines ........................................... 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ANT 5120</td>
<td>Appalachian Culture and Social Organization (3 s.h.)</td>
<td></td>
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<tr>
<td>BIO 5530-5549</td>
<td>Biogeography of the Southern Appalachians (3 s.h.)</td>
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<td>ENG 5710</td>
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<td>PS 5130</td>
<td>Appalachian Political Perspectives (3 s.h.)</td>
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<tr>
<td>SOC 5300</td>
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REGIONAL COURSE HOURS .................................................................. 12

Electives: (9-12 s.h. required)

Choose 3-4 courses from the list below, or from the “Regional Courses” listed above (with approval of the student’s advisor). Other electives may be selected upon approval of the student’s academic advisor. No more than twenty-five percent of the student’s degree program may be taken in a combination of selected topics and independent studies.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>AS 5015</td>
<td>Old Time Music Traditions (3 s.h.)</td>
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<tr>
<td>AS 5030</td>
<td>Bluegrass Traditions (3 s.h.)</td>
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<tr>
<td>HIS 5530-5549</td>
<td>Selected Topics (Country Music and American Culture) (3 s.h.)</td>
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<tr>
<td>MUS 5530-5549</td>
<td>Selected Topics (Writing about Popular and Folk Music) (3 s.h.)</td>
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<tr>
<td>MUS 5530-5549</td>
<td>Selected Topics (History of Country Music) (3 s.h.)</td>
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ELECTIVE HOURS ....................................................................... 9-12

Final Project (CHOOSE ONE):

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<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>AS 5900</td>
<td>Internship</td>
<td>3-6</td>
</tr>
<tr>
<td>AS 5999</td>
<td>Thesis</td>
<td>3-6</td>
</tr>
</tbody>
</table>

FINAL PROJECT HOURS .................................................................. 3-6

TOTAL HOURS FOR THE MA DEGREE .................................................. 36

Thesis: Optional

Proficiency: A reading knowledge of a foreign language is required. Demonstrated competency in statistics and/or computer science may be substituted upon approval of the student’s advisor. The standards by which proficiency is determined are listed in the current Graduate Bulletin.

Comprehensive: A comprehensive examination is required.

Product of Learning: None required
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN APPALACHIAN STUDIES WITH A CONCENTRATION IN SUSTAINABLE DEVELOPMENT (Major Code: 204*/05.0199; Concentration Code: 204C)

Admission Requirements: Baccalaureate degree in from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; two-page statement of intent explaining applicant's academic and professional goals in chosen concentration and the value of regional studies to the contemporary world; additional courses (up to 15 hours maximum) may be required if so indicated by the student’s deficiencies.

Basic Criteria for Consideration: Cumulative GPA: 3.0; GRE Verbal score: 500; GRE Writing score: 3.5.

Hours: 36 semester hours Location: On Campus

Required Courses: (12 s.h.)
- ANT 5200 Sustainable Development: Theory, Method and Case ............................................... 3
- AS 5000 Bibliography and Research ............................................................ 3
- IDS 5100 Foundations of Sustainable Development ................................................. 3
- IDS 5300 Issues in Global Systems Science ......................................................... 3

REQUIRED COURSE HOURS .............................................................................. 12

Regional Courses: (9 s.h. required)
Choose three of the following courses, from three different disciplines ................................................................. 9
- ANT 5120 Appalachian Culture and Social Organization (3 s.h.)
- BIO 5530-5549 Biogeography of the Southern Appalachians (3 s.h.)
- ENG 5710 Advanced Folklore (3 s.h.)
- ENG 5720 Appalachian Literature (3 s.h.)
- HIS 5206 Studies in American History (when applicable) (3 s.h.)
- HIS 5208 Seminar in Appalachian History (3 s.h.)
- REL 5400 Religion in Appalachia (3 s.h.)
- PS 5130 Appalachian Political Perspectives (3 s.h.)
- SOC 5300 Appalachia in Social Context (3 s.h.)

REGIONAL COUREREWORK ........................................................................... 9

Electives: (9-12 s.h. required)
In consultation with the program director and the thesis committee, choose a total of 9-12 s.h. from lists (a.) and (b.). A minimum of 3 s.h. from list (a.) and a minimum of 3 s.h. from list (b.) is required; courses should be chosen from different disciplines. Other electives may be selected upon approval of student’s academic advisor. No more than twenty-five percent of the student’s degree program may be taken in a combination of selected topics and independent studies.

(a.) Natural Sciences and Technology (Select 3-6 s.h. from this list or from the “Regional Courses” list above.)
- BIO 5202 Organismal Ecology (4 s.h.)
- BIO 5212 Population Ecology (4 s.h.)
- BIO 5222 Communities and Ecosystem Ecology (4 s.h.)
- BIO 5250 Topics in Ecology (2 s.h.)
- BIO 5502 Freshwater Ecology (4 s.h.)
- BIO 5504 Taxonomy of Vascular Plants (3 s.h.)
- BIO 5508 Biogeography (3 s.h.)
- GHY 5100 Seminar in Physical Geography (3 s.h.)
- GHY 5110 Seminar in Spatial Analysis (3 s.h.)
- GHY 5530-5549 GIS for Environmental Sciences (3 s.h.)
- GLY 5620 Hydrogeology (4 s.h.)
- IDS 5251 Agroecology Practices, Systems & Philosophies (3 s.h.)
- TEC 5000 Research in Technology (3 s.h.)
- TEC 5119 Industrial Leadership, Organization, & Communication (3 s.h.)
- TEC 5139 Technology and Culture (3 s.h.)
- TEC 5608 Renewable Electricity Technology (3 s.h.)
- TEC 5618 Sustainable Building Design and Construction (3 s.h.)
TEC 5628 Solar Thermal Energy Technology (3 s.h.)
TEC 5638 Contemporary Problems in Appropriate Technology (3 s.h.)

**LIST (a) ELECTIVE HOURS** .................................................................3-6

(h.) Social Sciences and Humanities: (Select 3-6 s.h. from this list or from the “Regional Courses” list above.)

- **ANT** 5565 Agrarian Studies and Rural Development (3 s.h.)
- **ANT** 5610 Ethnographic Field School (2-6 s.h.)
- **AS** 5110 Ethnographic Field Study (1-6 s.h.)
- **ECO** 5530-5549 Environmental Economics (3 s.h.)
- **ENG** 5640 Cultural Studies (3 s.h.)
- **ENG** 5650 Gender Studies (3 s.h.)
- **GHY** 5130 Seminar in Human Geography (3 s.h.)
- **GHY** 5400 Planning Process (3 s.h.)
- **HIS** 5002 Seminar in Public History (3 s.h.)
- **HIS** 5306 Studies in Latin American History (3 s.h.)
- **HIS** 5610 Management of Museums (3 s.h.)
- **HIS** 5640 Interpretation in Museums (3 s.h.)
- **HIS** 5660 Topics in Public and Applied History (3 s.h.)
- **MBA** 5650 Business Law, Social Responsibilities, and Ethics (3 s.h.)
- **MBA** 5710 Leadership Skills (1 s.h.)
- **MGT** 5770 Social Responsibilities of Management (3 s.h.)
- **PLN** 5450 Planning Sustainable Communities (3 s.h.)
- **PLN** 5700 Project Management (3 s.h.)
- **PA** 5060 Seminar in Public Administration (3 s.h.)
- **PA** 5665 Public Management (3 s.h.)
- **PS** 5722 U.S. Foreign Policy (3 s.h.)
- **PS** 5744 Middle East Politics (3 s.h.)
- **PS** 5748 Latin American Politics (3 s.h.)
- **SOC** 5560 Race and Minority Relations (3 s.h.)
- **SOC** 5750 Social Stratification (3 s.h.)
- **SOC** 5950 Globalization and Population (3 s.h.)

**LIST (b) ELECTIVE HOURS** .................................................................3-6

Final Project (CHOOSE ONE):
- **AS** 5900 Internship .................................................................3-6
- **AS** 5999 Thesis .................................................................3-6

**FINAL PROJECT HOURS** .................................................................3-6

**TOTAL HOURS FOR THE MA DEGREE** ..............................................36

**Thesis**: Optional

**Proficiency**: A reading knowledge of a foreign language is required. Demonstrated competency in statistics and/or computer science may be substituted upon approval of the student’s advisor. The standards by which proficiency is determined are listed in the current Graduate Bulletin.

**Comprehensive**: A comprehensive examination is required.

**Product of Learning**: None required

**GRADUATE COURSES IN APPALACHIAN STUDIES (AS)**

**AS 5000. Bibliography and Research/(3).F.** Instruction and study in bibliographical problems and types of source materials available in Appalachian topics; methods used in locating and evaluating the sources and in reporting of research. Required in the first semester of beginning graduate students.

**AS 5015. Old Time Music Traditions/(3).F. Alternate years.** A multi-cultural study of old time music and its roots, with interdisciplinary approaches from the humanities and social sciences. Lecture three hours. [Dual-listed with AS 4015.]
AS 5020. Colloquium in Appalachian Studies/(3).On Demand. A team-taught interdisciplinary colloquium which will examine contemporary regional, state, and national issues that affect the Appalachian region. The course is designed to help students understand the Appalachian region from a multidisciplinary perspective. The course should be taken by the student during the last semester of residence in the program.

AS 5030. Bluegrass Traditions/(3).F. Alternate years. The genesis of bluegrass music from its beginnings to its major redefinition in the mid-1970s. Lecture three hours. [Dual-listed with AS 4030.]

AS 5110. Ethnographic Field Study/(1-6).On Demand. Variable content. Course involves immersion in a field setting either in the U.S. or through study abroad. Topics, approach, and field sites will be indicated on course syllabi and semester schedules. May be repeated for credit when content does not duplicate.

AS 5500. Independent Study/(1-3).F;S.

AS 5530-5549. Selected Topics/(1-4).On Demand.

AS 5900. Internship/(3-6).F;S. Graded on an S/U basis.

AS 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. AS 5989 does not count toward a degree.


GRADUATE COURSES IN SUSTAINABLE DEVELOPMENT (IDS)

IDS 5100. Foundations of Sustainable Development/(3).F. This course presents a broad foundation in sustainable development. It demonstrates the transdisciplinary and polymethodic character of sustainable development, and provides an introduction to the relevance of a variety of disciplines, such as economics, bio-physical sciences, ethics, appropriate technology, cultural anthropology, and planning to this transdisciplinary nexus. Students will also be introduced to the significance of method in generating knowledge, and to the challenges involved in integrating information generated by means of differing methods. Students will explore the foundations of sustainable development historically, economically, scientifically, and cross-culturally. Students will be introduced to professional opportunities in sustainable development and begin research in internship opportunities.

IDS 5251. Agroecology Practices, Systems and Philosophies/(4).S. This course will provide an in-depth exploration of (1) the ethical and philosophical roots of conventional and alternative agriculture, and (2) the biological, economic and social aspects of different agricultural systems and practices developed in response to perceived shortcomings of conventional modern agriculture. Alternative practices and systems to be compared and contrasted in this course include nature farming, permaculture, biodynamic agriculture, biointensive gardening, and agroforestry (additional systems and practices may be added or substituted based on class interest and consensus). In laboratories, students will have the opportunity to (1) learn about, and gather basic data on the biophysical, ecological and social aspects of the Sustainable Development Teaching and Research farm that are necessary to start and operate a garden based on sustainable principles; (2) combine theory and practice of vegetable, fruit and/or small animal production using a ‘learning-by-doing’ approach; and (3) provide leadership to work teams of students on the farm. Lecture three hours, laboratory three hours.

IDS 5300. Issues in Global Systems Science/(3).S. This course involves an examination of the nature of science in relation to sustainability, including scientific method and various methods of investigation, data collection, analysis, and presentation; basic principles of science including time, change, space, and energy; biological issues such as population growth and carrying capacity, deforestation, decreasing biodiversity, and changing ecosystems; geological issues such as coastal flooding associated with global warming, resource depletion, and chemical pollution of water and soils; and meteorological and climatological issues such as ozone depletion, and climate change, including global warming. Prerequisites: a one-year sequence of General Science, Biology, or Chemistry, plus one sophomore or higher level course in environmental science, or the equivalent of these.
Master of Science in Biology

Department of Biology
College of Arts & Sciences

Steven W. Seagle, Chair and Professor
Ph.D., University of Tennessee at Knoxville
SeagleSW@appstate.edu

Ray S. Williams, Assistant Chair and Associate Professor
Ph.D., University of South Carolina
WillmsRS@appstate.edu

http://www.biology.appstate.edu/

The Department of Biology offers the Master of Science in Biology (207A/26.0101). The graduate program is designed to prepare men and women for competitive careers in the field of biology, including environmental jobs and teaching and research positions, while also preparing students for further graduate and professional work at doctoral levels. Our program provides students with a comprehensive knowledge of the broad fields in biology while allowing specialization in an area of their choice. In recent years, the Graduate Program in Biology has been twice named the Outstanding Graduate Program at Appalachian State University, and a number of graduate students have been awarded grants or scholarships for their proposed and ongoing research. Several students from Biology have been selected to receive thesis and research awards from the Cratis D. Williams Graduate School.

Courses in the following disciplines are offered through the Department of Biology:

BIO: biology

PROGRAM OF STUDY FOR THE MASTER OF SCIENCE IN BIOLOGY (Major Code: 207A/26.0101)

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation*, official GRE general exam scores, and official transcripts from all colleges attended; statement of interest and intent; commitment from a Biology faculty member to chair the applicant’s thesis committee**.

*Recommendations should be written by persons familiar with the applicant’s academic performance.
**Applicants are encouraged to contact the program director as early as possible regarding thesis research interests.

Basic Criteria for Consideration: \((\text{GRE V} \times 4) + (\text{GRE Q} \times 4) + \left(\frac{\text{Analytical writing}}{50}\right) + (\text{GPA} \times 300) = 1300\), with a minimum GRE analytical writing score of 4.

Hours: 30 semester hours
Location: On Campus

Required:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>BIO 5000</td>
<td>Bibliography and Research</td>
<td>4</td>
</tr>
<tr>
<td>BIO 5777</td>
<td>Biometrics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 5999</td>
<td>Thesis</td>
<td>4</td>
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</tbody>
</table>

REQUIRE HOURS .........................................................11

Elective Hours (5000 level or above chosen in consultation with thesis director) ........................................19

TOTAL HOURS FOR THE MS DEGREE ..................................30

Thesis: Required
Proficiency: None required
Comprehensive: A written comprehensive examination and an oral defense of the thesis.
Product of Learning: None required
BIO 5000. Bibliography and Research/(4).S. A study of scientific writing and oral presentations using exercises in writing and speaking. Skills in searching the literature, presenting papers in specific formats, and reviewing science writing will be developed. Students are required to attend and critique science seminars and to develop a presentation using modern computer technologies to present before fellow students. Required in the first year of graduate study. Lecture three hours, laboratory three hours.

BIO 5202. Organismal Ecology/(4).S. Alternate years. The study of the relationships among individual organisms and the biotic and abiotic environments. Structure/function relationships will be emphasized throughout the course. Topics to be covered include: energy budgets; gas exchange by plants and animals; resource acquisition; water relations; and morphological, physiological and behavioral adaptations to environmental selection pressures. Lab will cover techniques of measuring gas exchange in both animals and plants; nutrient uptake; water relations; foraging efficiencies and physiological optima; and techniques in microclimate measurement. Prerequisites: BIO 3302 and either BIO 3301 or BIO 5555. Lecture three hours, laboratory three hours.

BIO 5212. Population Ecology/(4).F. Alternate years. This course will employ genetic and ecological principles to explore the population dynamics of plants and animals. The role of populations in evolutionary and ecological processes will be emphasized. Topics will include conservation and loss of genetic variation in natural populations; growth and regulation of populations; and factors affecting their demography, distribution and abundance. Labs will include models of growth and regulation along with techniques for analysis of populations in the field. Prerequisites: BIO 3302 and BIO 3306. Lecture three hours, laboratory three hours.

BIO 5222. Communities and Ecosystem Ecology/(4).F. A holistic consideration of the interactions among populations of different species with their biotic and abiotic environments. Topics to be covered include succession; patterns in species diversity; community productivity; biogeochemical cycling; ecosystem structure and function. Labs will involve studies of net primary production, nutrient cycling, succession, and diversity, and will include both laboratory and field work. Prerequisite: BIO 3302. Lecture three hours, laboratory three hours.

BIO 5250. Topics in Ecology/(2).F;S. This seminar is designed to encourage students to develop more deeply into the ecological and evolutionary literature, with a focus on “hot” issues (e.g. the application of chaos theory to ecology, controversies over global warming, etc.). The students will be required to interpret the results of relevant papers, and to present those findings to other students and faculty. Students will be asked to do one or two presentations per semester, to critique the other students and to engage in discussion of all the papers read. Prerequisite: BIO 3302. Lecture two hours. May be repeated for credit when content does not duplicate.

BIO 5500. Independent Study/(1-4).F;S.

BIO 5502. Freshwater Ecology/(4).F. A study of the abiotic and biotic factors that influence the distribution and abundance of species in freshwater communities. Laboratory exercises include field trips to local streams and lakes. Prerequisites: BIO 1110 or BIO 1101 and BIO 1102; BIO 2000, BIO 2001, BIO 3302 or equivalent, or permission of the instructor. Lecture three hours, laboratory three hours.

BIO 5503. Basic and Applied Microbiology/(3).S. Lecture, laboratory and field trips dealing with the underlying principles and applications of techniques used in ecological, industrial and medical microbiology. Lecture two hours, laboratory work to be arranged by the instructor. Prerequisite: BIO 3308.

BIO 5504. Taxonomy of Vascular Plants/(3).SS. A study of the gross structure, reproduction, and development of the spermatophytes. Special emphasis is placed upon the classification and nomenclature of the spermatophytes. Lecture two hours, field work two hours.

BIO 5505. Nature Study/(3).On Demand. Study of common plants and animals with emphasis on ecology, collecting techniques and identification. Designed for students with limited biology backgrounds. Not open to biology majors for credit. [Dual-listed with BIO 4550.]

BIO 5506. Advanced Animal Physiology/(4).F. A comprehensive study of the physiology of the nervous, muscular, circulatory, respiratory, digestive, excretory and endocrine systems with an emphasis on system coordination and integration.
Laboratory experiments, readings and reports. Prerequisite: a course in general physiology or permission of the instructor. Lecture three hours, laboratory three hours.

**BIO 5507. Comparative Invertebrate Physiology/(4).S.** This course provides a comprehensive study of physiological processes in invertebrate animals, with emphasis on adaptations to differing life history strategies. The principal goal of the course is to contribute significantly to the student’s understanding of basic biological theory. Some prior knowledge of cellular physiology, classification, and morphology of invertebrates will be assumed. Lecture three hours, laboratory three hours.

**BIO 5508. Biogeography/(3).S.** The biological, climatological, geographic, and geological factors which affect the distribution of animal and plants. Patterns of distribution will be studied in relation to various sizes of geographical units. Lecture three hours.

**BIO 5512. Local Flora/(3).SS.** A study of the common flora and economic plants of North Carolina including collection, identification, and methods of preservation. Lecture two hours, laboratory and field work two hours.

**BIO 5514. Plant Anatomy and Morphology/(3).S.** A general survey of the external and internal structure of plants; detailed study of anatomy and morphology of representative plants from all the divisions. Lecture two hours, laboratory two hours.

**BIO 5520. Cells, Organisms and Evolution/(3).S.** Various topics in cell and developmental biology are explored as they relate to evolutionary biology. In addition to a lecture format, this course is based on group discussions, oral presentations and written reports. Lecture three hours.

**BIO 5530-5549. Selected Topics/(1-4).On Demand.**

**BIO 5551. Ornithology/(3).S.** The morphology, physiology, behavior, ecology and identification of birds. Early morning field trips are required. Extended field trips to a variety of habitats will be arranged. Lecture two hours, laboratory two hours. [Dual-listed with BIO 4551.]

**BIO 5552. Entomology/(3).F.** A comparative survey of the insects and related arthropods with an emphasis on morphology and systematics. Methods of collection and preservation are covered. Lecture two hours, laboratory two hours. [Dual-listed with BIO 4552.]

**BIO 5555. Plant Physiology/(4).F.** A study of the basic principles of plant physiology and fundamental processes such as cell properties, water relations, growth, photosynthesis, respiration, and mineral nutrition. Prerequisites: CHE 1101, CHE 1110, CHE 1102, CHE 1120 and CHE 2201 is strongly recommended. Lecture three hours, laboratory three hours. [Dual-listed with BIO 4555.]

**BIO 5556. Mycology/(4).F.** An investigation of the fungi with particular reference to the techniques of working with these organisms. Lecture three hours, laboratory three hours. [Dual-listed with BIO 4556.]

**BIO 5557. Ichthyology/(3).F.** Ecology, distribution, taxonomy and economic importance of fishes. Freshwater fishes will be emphasized. Lecture two hours, laboratory two hours. [Dual-listed with BIO 4557.]

**BIO 5558. Taxonomy of the Fleshy Fungi/(3).On Demand.** An in-depth study of the fleshy fungi [mushrooms (agarics), chanterelles, hydnums, polypores, and corals] with an emphasis on morphology, systematics, and ecology. Methods of collection, macroscopic and microscopic dissection, identification, and preservation are covered. Field trips are required. Lecture two hours, laboratory three hours. [Dual-listed with BIO 4558.]

**BIO 5559. Mammalogy/(3).S.** The natural history, distribution, adaptations, taxonomy and economic importance of mammals. Field trips and visits to zoos will be arranged. Lecture two hours, laboratory two hours. [Dual-listed with BIO 4559.]

**BIO 5560. Herpetology/(3).F.** The morphology, taxonomy, physiology, and distribution of amphibians and reptiles. Methods of collecting and preserving specimens as well as behavioral aspects of species in their natural habitats will be covered. Field trips will be required. Lecture two hours, laboratory two hours. [Dual-listed with BIO 4560.]
BIO 5563. Biology of Aging/(3).F. General study of biological/physiological changes over time in the structure and function of the systems of organisms with emphasis on the human body. Prerequisites: BIO 1101 and BIO 1102, or equivalent. Lecture three hours. [Dual-listed with BIO 4563.]

BIO 5564. Microscopy/(4).F. A study of the principles and techniques of biological microscopy. Lectures include discussions on preparative techniques for various types of bioimaging, the optical theories behind the imaging technologies, and the structure and function of cellular organelles. Laboratories examine practical techniques of tissue preparation for various kinds of microscopy, the effective use of various types of microscopes, and the interpretation of data obtained from various imaging systems. Lecture three hours, laboratory three hours. [Dual-listed with BIO 4564.]

BIO 5567. Lichenology/(3).S. On Demand. A study of the morphology, diversity, evolution, ecology, physiology, and chemistry of lichens as well as their significance as biological indicators. Field trips are required. Lecture two hours, laboratory three hours. [Dual-listed with BIO 4567.]

BIO 5568. Immunology/(4).S. A study of the immune system with emphasis on cellular interactions involved in the generation of humoral and cell-mediated immune responses. Lecture includes discussions on inflammation, antibody diversity, tissue transplantation, and immunopathologies. Laboratories examine lymphoid tissue organization, lymphocyte function, and antibody-antigen reactions with emphasis on clinical application. Prerequisite or corequisite: BIO 3306. Lecture three hours, laboratory three hours. [Dual-listed with BIO 4568.]

BIO 5569. Invertebrate Zoology/(4).F. Students will be introduced to the 34 extant major and minor invertebrate phyla which make up 99% of the Earth's named animal species and virtually 100% of those animals yet undiscovered. The intriguing natural history, symmetry and development, mode of locomotion, nutrition, reproduction, and primary environments of the invertebrates will be discussed. Labs will emphasize invertebrate habitats, field collection, phylogenetic relationships as well as ecological and physiological adaptations and examination of major morphological characteristics. Lecture three hours, laboratory three hours with required field trips. [Dual-listed with BIO 4569.]

BIO 5570. Parasitology/(3).F. A survey of protozoan, helminthic and arthropod parasites with emphasis on causation and prevention of disease. Lecture two hours, laboratory two hours. [Dual-listed with BIO 4570.]

BIO 5571. Plant-Insect Interactions in Terrestrial Ecosystems/(4).F. Alternate years. A study of the associations between insects and plants, using lecture, class discussions and laboratory exercises. Lecture topics include constraints imposed by plants on herbivorous insects and the strategies insects use to overcome them, pollination biology and ecology and the interplay between biotic and abiotic factors in determining interactions. Students are expected to lead class discussions of current literature. Laboratory exercises are field-based mini-experiments leading to the development of an individual project with experimentation and paper presentation. As a graduate student, mentoring of undergraduate research projects is required. Lecture three hours, laboratory three hours. [Dual-listed with BIO 4571.]

BIO 5580. Field Biology of Continental U.S.A./(5).SS. Ecological investigations of major habitats in the U.S. Prerequisites: 16 hours in biology and consent of the instructor. [Dual-listed with BIO 4580.]

BIO 5601. Animal Behavior-Ethology/(3).S. Basic principles of animal behavior are approached from an evolutionary perspective. Topics such as instinct, learning, biological clocks, sociobiology, communication and physiological mechanisms of behavior are stressed. Laboratory emphasizes techniques of observing, recording, and analyzing behavior using a research project format. Lecture two hours, laboratory two hours. [Dual-listed with BIO 4601.]

BIO 5700. Advanced Cell Biology/(3).S. Alternate years. A detailed study of cellular structures and their functions as well as cellular communication and regulatory mechanisms, focusing on the eukaryotic cell. Prerequisite: a class in cell biology, molecular biology, or biochemistry or permission of the instructor. Lecture three hours.

BIO 5777. Biometrics/(3).S. A descriptive treatment of statistical techniques used in collecting and analyzing data from biological systems. Statistical techniques include binomial, Poisson, goodness-of-fit, one and two way anova, regression and correlation and many non-parametric tests. The laboratory emphasizes research design, analyzing data from student research and techniques of computer usage, especially programs like BMDP. Prerequisite: STT 2810 or permission of the instructor. Lecture two hours, laboratory two hours.

BIO 5900. Internship/(1-6).F.S. Practical biological experiences in federal, state, and local agencies. Graded on an S/U basis. [Dual-listed with BIO 4900.]
BIO 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. BIO 5989 does not count toward a degree.


BIO 6500. Independent Study/(2-4).F;S. Student selects an area of investigation which must be approved by the instructor and advisor.

BIO 6520. Teaching Apprenticeship/ (4).On Demand. This course provides a teaching experience in undergraduate courses under direct supervision of a graduate faculty member. Specific objectives will be determined in a conference between the student and the graduate faculty member involved. Graded on an S/U basis.

BIO 6530-6549. Selected Topics/(1-4).On Demand.

BIO 6610. Advanced Seminar in Current Research Topics/(2).S. Lectures, readings, and discussions dealing with biological principles and theories.

BIO 6614. Current Topics in Molecular Biology/(3).F. Recent advances in biology at the subcellular level. Lecture and laboratory.

BIO 6618. Advanced Bacteriology/(2).S. Modern techniques and procedures in bacteriology, including instrumental and biochemical methods of analysis and interpretation of data.

BIO 6989. Independent Research/(1-8).F.S. A total of 8 hours credit is required for this course and may be taken in blocks of 1-8 hours. Results of the research must be reported in a scientifically acceptable manner. Graded on an S/U basis.

GENERAL SCIENCE (GS)


GS 5510. Environmental Problems/ (3).S. A study of environmental problems: their historical and cultural origins, their scientific background, and their possible solutions. Designed for students with limited science backgrounds.

GS 5530-5549. Selected Topics/(1-4).On Demand.

GS 5989. Graduate Research/ (1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research. Graded on an S/U basis. GS 5989 does not count toward a degree.
Master of Business Administration
Walker College of Business

Philip R. Witmer, Director of the MBA Program; Assistant Dean for Graduate and International Programs in the Walker College of Business; and Professor in the Department of Accounting
Ph.D., The George Washington University
WitmerPR@appstate.edu

http://www.mba.appstate.edu/

The Walker College of Business, through collaboration among the academic departments of the College, offers the Master of Business Administration (MBA) degree (305A/52.0201).

Courses in the following disciplines are offered through the Business Administration Program:

MBA: business administration

The mission of the MBA is to provide educational experiences to prepare our students for life-long learning and professional leadership responsibilities in a dynamic global environment. The program provides individualized attention through extensive student-faculty collaboration. Students in the MBA program are expected to develop a core set of competencies including functional business knowledge, leadership and teamwork skills, analytical and critical thinking skills, responsiveness to domestic and global business environments, appreciation for diversity and multiculturalism as well as ethical and legal responsibilities, professional development and communication skills. Also, the program includes an international experience, and involvement with alumni and business leaders.

Computer Requirements
Students are strongly encouraged to have a laptop computer. Access to the wireless network is provided on campus and utilized in the Walker College of Business.

Enrollment in MBA courses
A student must be admitted to the MBA program of study or have permission of the instructor and department chairperson in which the course is offered to enroll in a 5000-level course in the Walker College of Business. In addition, if the course is an MBA 5000-level course, a student must have permission from the MBA program director to enroll.

Location of Program: This program is offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started periodically, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Extension and Distance Education: http://www.ext-dl.appstate.edu.
PROGRAM OF STUDY FOR THE MASTER OF BUSINESS ADMINISTRATION (Major Code: 305A/52.0201)

**Admission Requirements:** Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GMAT exam scores, and official transcripts from all colleges attended; undergraduate work in Principles of Accounting I, Microeconomics, Macroeconomics, Calculus with Business Applications, Business and Economic Statistics, Corporate Finance, Principles of Marketing, Introduction to Organizational Behavior, Fundamentals of Management Information Systems and Business Law. A grade of B or better must be earned in these classes. Some or all of these courses may be waived if they have received a baccalaureate degree in business or have taken the equivalent of the above-listed courses within the past ten years.

- **Hours:** 32 semester hours
- **Location:** On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Walker College MBA students begin their program of study in second summer session.

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**TOTAL HOURS FOR MBA DEGREE** ................................................. 32

**Thesis:** None required  
**Proficiency:** None required  
**Comprehensive:** None required  
**Product of Learning:** None required
MBA 5020. International Seminar/(3).S. This course will develop an understanding of international cultural differences and of some of the important aspects of conducting business in an international arena. Topics vary from year to year, but can include topics such as financial reporting across national borders, foreign currency exchange issues, marketing to foreign cultures, transfer pricing, transnational tax issues, and so forth. Heavy emphasis will be on student research and presentation. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5110. Economics for Decision-Making/(3).F. This course will examine the analytical techniques used by decision-makers to address such issues as demand analysis and forecasting, production and cost analysis, the strategy and tactics of pricing and output decision, and risk and uncertainty. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5200. Problem Analysis and Quantitative Methods/(3).F. A course designed to provide business students with the quantitative analysis tools required for managerial decision-making. The course covers quantitative concepts such as decision-making under uncertainty, optimization models and applications, and computer simulation. Additionally, the course will cover various statistical methods, including hypothesis testing, analysis of variance, regression analysis, and time series analysis. The emphasis will be on business applications of quantitative methods using computer software and models. Prerequisite: admission to the MBA program or permission of the instructor.

MBA 5220. Operations and Supply Chain Management/(3).S. Operations and supply chain management involves the transformation of materials and other inputs into products and services. It is one of the primary functions for both manufacturing and service businesses, and works closely with marketing, finance and accounting, engineering and other functions to develop strategic and business plans, and in implementing those plans. Objectives include the production of high-quality products and services to satisfy customer requirements at competitive prices, while effectively utilizing a number of different resources, such as employees, equipment, facilities, and information systems. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5230. Information Systems for Competitive Advantage/(3).F. This course enables students to develop the skills and concepts needed to ensure the ongoing contribution of a firm’s information systems (IS) operations to its competitive position. It helps students to understand the complex processes underlying the development and manufacture of information systems as well as the creation and delivery of technology-based services. This course examines the role of information technology (IT) in the strategic positioning of the business, enabling the redefinition of markets and industries and the strategies and designs of firms competing within them. Discussion will be encouraged that addresses the challenges of managing in a network economy, creating business advantage with IT, building the networked business, understanding internetworking infrastructure, managing the IT function of an organization, assuring secure IT services, managing outsourcing of IT services, and developing a strategy for managing the IT project portfolio for the highest payoff to an organization. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5320. Managerial Accounting/(3).SS. An examination of accounting information with an emphasis on planning and control, product costing, and income determination. Subjects include, but are not limited to: cost-volume-profit analysis, manufacturing cost systems, budgeting concepts, capital budgeting, relevant costs for decision-making, income tax implications for business decisions and ethics in the field of accounting. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5420. Marketing Strategy and Applications/(3).S. Through the use of a combination of applied methods such as in-depth case analysis, simulations and/or marketing projects, the student will learn to develop solutions and formulate responses to marketing-oriented problems of the organization in a dynamic, complex, competitive, and global context. This course integrates issues and concepts introduced in other MBA courses. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5530-5549. Selected Topics/(1-4).On Demand.

MBA 5600. Managerial Finance/(3).F. This course provides an in-depth study of the financial functions of a business. Financial theory and techniques for financial decisions are presented. Students are expected to use financial models and/or methods in solving problems. Students will receive exposure to advanced financial management material including financial analysis, capital budgeting, cash flow analysis, capital structure, risk and return valuation. Prerequisite: admission to the MBA Program or permission of the instructor.
MBA 5670. **Ethics and Communication/(3).SS.** An in-depth examination of central issues in communication ethics that manifest themselves in different contexts, including mass communication, organizational communication, and interpersonal communication. The course will examine the components of ethical decision-making in communication, as well as obstacles that can stand in the way of responsible choices. Examples of issues explored include deception, confidentiality, autonomy, coercion, and privacy. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5710. **Leadership Skills/(1).S.** This is a workshop course designed to improve management, leadership, and team skills. It is a skills-development course to teach the student how to be a better manager, leader, and team facilitator. The following themes are examined: (1) skill assessment, (2) skill learning, (3) behavioral guidelines, (4) skill analysis, and (5) skill practice. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5750. **Strategic Management/(3).S.** This course focuses on how managers and executives formulate and implement strategy in order to improve long-term performance. Each session emphasizes the development of frameworks that can be used to analyze the topic. Topics include defining the firm’s mission, performance, industry structure, strategic coherence, business-level strategy, vertical integration, diversification, mergers and acquisitions, top management teams, management of innovation, corporate governance, business ethics, organizational structure and control, strategy implementation, global strategy, and leadership. Case analysis, in-class exercises and presentation, and written assignments are used to improve working knowledge of each topic. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5810. **Executive Skills/(1).S.** This course is designed to help the student develop important business skills, such as resume-building, interviewing, networking and self-promotion. Material will be conveyed to the students through seminars, guest speakers and student projects. Prerequisite: admission to the MBA Program or permission of the instructor. Graded on an S/U basis.

MBA 5900. **MBA Internship/(6).On Demand.** An appropriate full-time work experience for students. Graded on an S/U basis. Prerequisites: admission to the MBA Program, permission of the MBA Director, and permission of the instructor.

MBA 5989. **Graduate Research/(1-9).On Demand.** This course is designed to provide access to University facilities for continuing graduate research at the master’s level. Graded on an S/U basis. MBA 5989 does not count toward a degree.
Graduate Courses in Chemistry (CHE)

CHE 5070. Advanced Physical Chemistry/(4).F. Rigorous treatment of the laws of thermodynamics and statistical mechanics. Applications to gases, solutions and other condensed phases, studies of surface effects. Lecture four hours.

CHE 5500. Independent Study/(1-4).F;S.

CHE 5530-5549. Selected Topics/(1-4).On Demand. An opportunity to study a special topic or combination of topics not otherwise provided for in the chemistry curriculum. May be repeated for credit when content does not duplicate. Prerequisite: graduate status.

CHE 5560. Instrumental Methods of Analysis/(4).F. A study of some of the modern instrumental methods of analysis including electrochemistry, atomic and molecular spectroscopy, magnetic resonance spectrometry, mass spectrometry and gas chromatography. Prerequisite: CHE 3301. Lecture three hours, laboratory three hours.

CHE 5580. Biochemistry I/(3).F;S. This course covers the properties of amino acids, proteins, carbohydrates, lipids and nucleic acids and presents a brief introduction to enzymology. Major emphasis is on the chemistry of biological compounds. An introduction to intermediary metabolism is also presented. Prerequisite: CHE 2101 or CHE 2202. Lecture three hours. [Dual-listed with CHE 4580.]

CHE 5581. Biochemistry I Laboratory/(1).F;S. Experimental investigations which supplement the study of the topics in biochemistry. Prerequisite: CHE 2203 (or equivalent); co- or prerequisite: CHE 5580 (or equivalent). Laboratory three hours. [Dual-listed with CHE 4581.]

CHE 5582. Biochemistry II/(3).S. This course will cover the intermediary metabolism of amino acids, nucleic acids, carbohydrates and lipids. Metabolic pathways and their associated enzymes are emphasized. Prerequisite: CHE 4580 with CHE 3301 recommended but not required. Lecture three hours. [Dual-listed with CHE 4582.]

CHE 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. CHE 5989 does not count toward a degree.

Master of Arts in Child Development: Birth through Kindergarten
Department of Family and Consumer Sciences
College of Fine and Applied Arts

Sarah R. Jordan, Chair and Associate Professor
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Sammie G. Garner, Program Director and Professor
Ph.D., University of Tennessee at Knoxville
GarnerSG@appstate.edu

http://www.fcs.appstate.edu/

The Departments of Family and Consumer Sciences, Curriculum and Instruction, and Language, Reading and Exceptionalities cooperate to offer the M.A. degree in Child Development: Birth through Kindergarten (548*/13.1209). The degree is coordinated by and conferred by the Department of Family and Consumer Sciences. This program has the following three concentrations:
- Administration (548C)
- Allied Personnel (548D)
- Teaching (548B)[T]

The Teaching concentration leads to NC “M” level licensure; the other tracks do not lead to licensure.

The Department Family and Consumer Sciences also offers the Master of Arts in Family and Consumer Sciences and the Master of Arts in Family and Consumer Sciences Education described under separate heading in this bulletin.

Courses in the following disciplines are offered through the Department of Family and Consumer Sciences:
- FCS: family and consumer sciences

In addition, the Child Development program includes coursework offered by other departments as follows:
- CI: curriculum and instruction courses (see the Curriculum Specialist program for course descriptions)
- ITC: instructional technology and computers courses (see the School Administration program for course descriptions)
- LSA: leadership in school administration courses (see the School Administration program for course descriptions)
- RE: reading education courses (see the Reading Education program for course descriptions)
- RES: educational research courses (see the School Administration program for course descriptions)
- SPE: special education courses (see the Special Education program for course descriptions)
CHILD DEVELOPMENT

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PROGRAM OF STUDY FOR THE MASTER OF ARTS IN CHILD DEVELOPMENT: BIRTH THROUGH KINDERGARTEN (Major Code: 548*/13.1209)

Admission Requirements: Baccalaureate degree in Child Development or a related field from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended; demonstrated proficiency in educational technology.

Note for Teaching Concentration Applicants: The teaching concentration (548B)[T] requires a North Carolina “A” license or the equivalent from another state.

Note for Other Applicants: The administration (548C) and allied personnel (548D) concentrations require prerequisite courses in Child Development, Statistics, and Individual Differences.

Basic Criteria for Consideration: (Undergraduate GPA X 400) + GRE Verbal + GRE Quantitative = 2000
OR: Undergraduate GPA of 2.75 or greater and GRE Writing score of 3.5 or higher.

Hours: 36 semester hours with thesis; 39 without thesis Location: On Campus.

Required Core Courses:
- CI 5630 Instructional Technology ................................................................. 3
- CI/FCS/SPE 5111 Advanced Developmental Assessment and Program Evaluation for Children ................................................................. 3
- CI/FCS/SPE 5112 Advanced Developmental Curriculum and Instruction for Young Children ................................................................. 3
- CI/FCS/SPE 5113 Seminar: Issues in Birth through Kindergarten Education ................................................................. 3
- CI/FCS/SPE 5900 Internship* ........................................................................... 3 or 6
  (*3 hours for students in CI & FCS; 6 hours for students in SPE)
- FCS 5100 Application and Theories of Child Development ................................................................. 3
- FCS 5105 Family Life Education ................................................................. 3
- SPE 5630 Collaboration and Curriculum ................................................................. 3

REQUIRED HOURS ........................................................................................................ 24 or 27

Concentrations: (CHOOSE ONE)

ADMINISTRATION CONCENTRATION (548C)
- FCS 5610 Administration of Early Childhood Programs ................................................................. 3
- HE 5250 Conflict Management in Educational Administration ................................................................. 3

Choose one of the following research courses ................................................................................................. 3
- FCS 5001 Orientation to Research in FCS (3 s.h.)
- RES 5000 Research Methods (or equivalent) (3 s.h.)

Choose one of the two options:

Thesis Option .................................................................................................................. 1 or 4
- FCS 5999 Thesis (1-4 s.h.)

Remaining hours may be chosen from graduate courses (5000 level or above)
with the approval of the program director and department chair

Non-Thesis Option .................................................................................................................. 3 or 6
The hours may be chosen from graduate courses (5000 level or above)
with the approval of the program director and department chair

ADMINISTRATION CONCENTRATION HOURS .......... 10 or 13 (with thesis)
12 or 15 (without thesis)
ALLIED PERSONNEL CONCENTRATION (548D)
Choose one of the two options:

**Thesis Option** ................................................................. 9 or 12
FCS 5999 Thesis (1-4 s.h.)
Remaining hours may be chosen from graduate courses (5000 level or above)
with the approval of the program director and department chair

**Non-Thesis Option** .......................................................... 12 or 15
The hours may be chosen from graduate courses (5000 level or above)
with the approval of the program director and department chair

**ALLIED PERSONNEL CONCENTRATION HOURS** ........ 9 or 12 (with thesis)
12 or 15(without thesis)

TEACHING CONCENTRATION+ (548B)[T]
+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.
CI/RE/RES/SPE 5040 Teacher as Researcher .................................................. 3
FCS 5110 Practical Issues in Family Development ........................................... 3
FCS 5525 Product of Learning ................................................................. 3
HE 5630 The Adult Learner ........................................................................ 3
Electives (5000 level or above) chosen with the approval of the
program director and department chair ...................................................... 0 or 3

**TEACHING CONCENTRATION HOURS** ........................................ 12 or 15

**TOTAL HOURS FOR MA DEGREE** (minimum***) .......... 36 (with thesis)
or 39 (without thesis)

***A student entering the program with curricular deficiencies may be required to complete more than the minimum number of hours for completion of the program. In addition, students opting for the ADMINISTRATION concentration with a thesis will complete their degrees with 37 semester hours.

**Thesis:** Optional (Thesis course or as part of Product of Learning in the TEACHING concentration)

**Proficiency:** The language proficiency for entrance may be satisfied with the following courses, taken either before entry into the program or during graduate study: STT 2810 Introduction to Statistics, STT 3820 Statistical Methods I OR FDN 5600 Educational Statistics, or equivalent

**Comprehensive:** All candidates will complete either a written comprehensive examination administered by the student’s advisory committee or an oral presentation of a performance-based portfolio. Candidates selecting the TEACHING concentration must complete the portfolio; those selecting the ADMINISTRATION or ALLIED PERSONNEL concentrations may choose either option. The portfolio must be presented to the graduate committee and (for students in the TEACHING concentration, to practitioners from the public school system). An oral defense of the thesis is required when selecting the thesis option.

**Product of Learning:** Required for the TEACHING concentration.
GRADUATE COURSES IN FAMILY AND CONSUMER SCIENCES (FCS)

FCS 5001. Orientation to Research in Family and Consumer Sciences/(3).F. Orientation to and examination of research methodologies, collection and analyses of data, and preparation of reports. Prerequisites: any undergraduate statistics course including ECO 2100, STT 2810 or STT 3820, or FDN 4600/FDN 5600, or equivalent.

FCS 5002. Family and Consumer Sciences Perspectives and Integrative Frameworks/(3).F. An examination of professional roles and behaviors, issues and trends, professional practice and ethics, and philosophical base of family and consumer sciences.

FCS 5100. Application and Theories of Child Development/(3).F.Odd-numbered years. Consideration of selected meanings, definitions, and functions of theories of child development as related to practical application of these theories to program planning and implementation for preschool children in home and group settings.


FCS 5110. Practical Issues in Family Development/(3).F.Even-numbered years. An introduction to major issues in family study with emphasis on exposure to professional literature, concepts, and current developments and practice in the field. Course will focus on practical approaches to family development and will draw from professional and practice-oriented literature in family and consumer sciences and related fields.

FCS 5111. Advanced Developmental Assessment and Program Evaluation for Children/(3).S.Odd-numbered years. This course is designed to provide students with skills and knowledge in assessing the development of children, and the interests, concerns, and priorities of families. Students will collect data for the purpose of monitoring children’s progress, family outcomes, and program effectiveness. (Same as CI 5111/SPE 5111.)

FCS 5112. Advanced Developmental Curriculum and Instruction for Young Children/(3).F.Odd-numbered years. This course is designed to provide students with advanced skills and knowledge in application of a research base to design, adapt and evaluate curriculum and environments suitable for the integration of infants, toddlers, preschool and kindergarten children of various developmental levels and abilities in inclusive settings. (Same as CI 5112/SPE 5112.)

FCS 5113. Seminar: Issues in Birth through Kindergarten Education/(3).S.Even-numbered years. This seminar is designed to build leadership skills to enable the student to consult and collaborate with other professionals. It will permit the development of depth and breadth in professional growth as well, and provide the foundation for life-long learning for the advancement of knowledge in the field of early childhood education and early intervention. (Same as CI 5113/SPE 5113.)


FCS 5210. Nutrition for the Elderly/(3).S.Odd-numbered years. An overview of the physiology, nutritional needs and nutritional status of the elderly and the interaction of nutrition, disease and medication. Lecture three hours. Prerequisite: graduate level status.

FCS 5220. Nutritional Assessment/(3).S. A study of the techniques used to measure and evaluate the nutritional status of individuals and populations. Development of the techniques and skills to initiate and maintain dietary changes. Prerequisite: consent of the instructor.

FCS 5250. Dietetic Practice I/(3).F. A seminar class designed for students enrolled in the AP4 program (pre-professional practice program) to enhance and supplement supervised practice learning activities. Ethical issues and professional standards will be discussed. Instructors and guest speakers will present and discuss current research relevant to health care in the clinical setting including: nutrition assessment, nutrition education, health promotion, medical nutrition therapies, and interrelationships of clinical care to other systems. Students will be responsible for case presentations and discussion. Graded on an S/U basis.
FCS 5255. Dietetic Practice II/(3).S. A seminar class designed for students enrolled in the AP4 program (pre-professional practice program) to enhance and supplement supervised practice learning activities. Faculty and guest lecturers will present and discuss current research relevant to: the health care delivery system, administrative issues including foodservice delivery systems, quality management, nutrition care and education in community settings, and the legislative process. Students will be responsible for case presentations and discussion. Graded on an S/U basis.

FCS 5305. Recent Issues in Housing and Interiors/(3).On Demand. A study of recent issues in housing and interiors. Prerequisite: FCS 1300 or equivalent.

FCS 5310. Historic Housing and Renovation/(3).On Demand. A study of historical houses and their renovation for contemporary living. Prerequisite: FCS 3350/INT 3350 or equivalent.

FCS 5315. Housing for the Elderly/(3).On Demand. An overview of housing for the elderly including housing needs, available housing, accommodations, housing dissatisfactions, attitudes toward living arrangements, housing standards and design, congregate housing, housing disruption and site/location criteria. Lecture three hours. Prerequisite: FCS 4315 or permission of the instructor.

FCS 5500. Independent Study/(1-4).F;S. Graduate students may broaden or intensify their program through individual research and involvement in a given area of family and consumer sciences.


FCS 5530-5549. Selected Topics/(1-4).On Demand. An opportunity to study a special topic or combination of topics not otherwise provided for the Family and Consumer Sciences curriculum. May be repeated for credit when content does not duplicate.

FCS 5551. Families in Later Life/(3).F. In-depth study of factors influencing interrelationships in family development in the later years. Lecture three hours. Prerequisite: FCS 2103 or permission of the instructor. [Dual-listed with FCS 4551.]

FCS 5552. Medical Terminology/Records/(1).S. This course is designed to develop an understanding of the medical terminology and vocabulary as utilized in medical records and health professions. Lecture one hour. [Dual-listed with FCS 4552.]

FCS 5555. Nutritional Aspects of Exercise and Sports/(3).On Demand. A study of nutrition specific to physical activity and sport performance. Topics will include metabolism during exercise, sport-related weight gain and loss, food and fluid intake for competition, nutritional ergogenic aids, exercise recovery nutrition, and various special topics. Prerequisites: ES 2000, ES 2010, ES 3450. Corequisite: CHE 2201. (Same as ES 5555). [Dual-listed with FCS 4555.]

FCS 5600. Families, Economics and Demographic Change/(3).On Demand. An examination of the economic pressures on families and how these pressures have helped to produce demographic change in families. This process will involve the identification of major demographic changes, discussion of key elementary economic concepts, and the application of these concepts to the family setting. Prerequisite: FCS 2600 or ECO 2030 or equivalent.

FCS 5609. Seminar in Vocational Education/(1).F. A study of the historical, legislative, and philosophical bases of vocational education; organization of vocational education in North Carolina; and contemporary issues in vocational education. Prerequisites: CI 2800/SPE 2800 and FDN 3800 or approval of the instructor. [Dual-listed with FCS 4609.]

FCS 5610. Administration of Early Childhood Programs/(3).S. A study of the role of the program administrator in a variety of early childhood settings, both public, private and non-profit. This study will involve program planning, staff administration, assessment of facility and equipment needs, appropriate program and financial management using computer management software and studying the state regulations that govern programs for young children. Lecture three hours. Prerequisite: FCS 3101 or permission of the instructor. [Dual-listed with FCS 4610.]

FCS 5611. The Hospitalized Child/(3).S. This course is designed to help students understand the procedures, illnesses, and stress that are experienced by children and families during hospitalization. This course will stress both theory and practice in working with children and families for professionals in non-medical areas. [Dual-listed with FCS 4611.]
FCS 5700. Advanced Curriculum in Family and Consumer Sciences/(3). On Demand. Applying curriculum theory for updating and reorganizing secondary and postsecondary family and consumer sciences curriculum including the integration of FHA. Prerequisite: licensed family and consumer sciences teacher or permission of the instructor.

FCS 5705. Evaluation in Family and Consumer Sciences/(3). On Demand. Evaluation theory, process, and skill in relation to assessing student achievement and program effectiveness. Application of knowledge will be made through the development of test item banks. Prerequisite: eligible for teaching license or permission of the instructor.

FCS 5710. Family and Consumer Sciences Communication Strategies/(3). On Demand. Selection, organization, and use of strategies and materials for presenting family and consumer sciences related concepts. Lecture two hours, laboratory two hours. Prerequisite: eligible for teaching licensure or permission of the instructor.

FCS 5700. Internship/(3-12). F; S. A structured field experience, paid or unpaid, in an area related to the program and supervised by department faculty. A proposal is to be submitted to the graduate committee and be approved for participation the semester previous to beginning the experience. No credit will be given for experience not previously approved. Prerequisite: 15 s.h. graduate courses toward degree program and proposal approved. Graded on an S/U basis.

FCS 5901. Research Project/(1-3). F; S. Implementation of an approved research proposal: collection and analysis of data, preparation of report(s) and presentation of project. FCS 5901 may be repeated for a total credit of three semester hours. Prerequisite: FCS 5001 and proficiency in statistics. Graded on an S/U basis

FCS 5989. Graduate Research/(1-9). F; S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. FCS 5989 does not count toward a degree.

Master of Arts in College Student Development
Department of Human Development and Psychological Counseling
Reich College of Education

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Catherine R. Clark, Program Director and Associate Professor
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ClarkCR@appstate.edu

http://www.ced.appstate.edu/departments/hpc/

The Department of Human Development and Psychological Counseling is responsible for organizing and providing instructional programs in counseling and other human development functions for public schools, colleges/universities, and various agencies.

The Department offers the Master of Arts in College Student Development (Major Code: 496*/13.1102), with two concentrations:
   - College Counseling (496B)
   - Student Affairs Practice (496C)

In addition, the Department of Human Development and Psychological Counseling offers the Master of Arts in Community Counseling, the Master of Arts in Marriage and Family Therapy, the Master of Arts in Professional School Counseling, and Graduate Certificates in Addiction Counseling and Expressive Arts Therapy. These programs are detailed under separate headings in this bulletin. A student proposing to major in any of the degree programs or to seek licensure through the Department must be fully admitted as degree seeking.

The Department of Human Development and Psychological Counseling offers the following courses:
- HPC: human development and counseling courses

All courses are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of people from a variety of ethnic, gender, racial, and social class backgrounds.

The department also provides group methods, human relations, and other human development courses at the graduate and undergraduate levels for the Reich College of Education and the University. These courses are valuable for majors in other departments. The department offers a variety of summer institutes to enhance the learning of both graduate students and practitioners seeking continuing education opportunities in human service fields.

The College Student Development program is designed to prepare student development specialists to work in a variety of areas (residence life, career development, student activities, leadership, academic advising, etc.) within colleges and universities. Concentrations are available in College Counseling (496B) and Student Affairs Practice (496C).

Students majoring in College Student Development will take the courses listed in this section. Students must select one of the following concentrations: College Counseling (496B) or Student Affairs Practice (496C). In addition to the core and the required concentration courses, students will select, in cooperation with and approved by the student's advisor and program committee, from a variety of elective courses which will help meet their individual career objectives. Each student should see her/his advisor prior to registering. All electives must be approved by each student's program committee.

Accreditation: The master's degree program in College Student Development (College Counseling concentration) is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body. Graduates are immediately eligible to take the examination of the National Board for Certified Counselors, Inc. to become National Certified Counselors. The program in College Student Development (Student Affairs Practice concentration) is designed to meet the curriculum guidelines of the Council for the Advancement of Standards in Higher Education (CAS).
Master Of Arts Program Requirements/Options: The basic requirements for the program are listed below. In addition to the curriculum listed under each program, these eight items apply to the College Student Development, Community Counseling, Marriage and Family Therapy, and Professional School Counseling programs.

1. A first master’s degree in Community Counseling (non-thesis option) requires completion of a minimum of 60 semester hours of approved courses. A first master’s degree in College Student Development (non-thesis option), Marriage and Family Therapy, and Professional School Counseling requires completion of a minimum of 48 semester hours of approved courses.

2. A thesis option requires a minimum of 38 semester hours of approved course work plus thesis hours (4 s.h.) = 42 s.h. total except the Community Counseling program which requires a minimum of 50 s.h. of approved course work plus thesis hours (4 s.h.) = 54 s.h. total. The thesis option for Marriage and Family Therapy requires a minimum of 48 semester hours of approved course work plus thesis hours (4 s.h.) = 52 total hours.

3. A second master’s degree requires meeting all program course requirements with a minimum of 36 semester hours.

4. Students in CACREP approved programs in the department must meet for a minimum of 10 clock hours in a planned group activity intended to provide direct experiences as a participant in a small group. This requirement is met during HPC 5790 and/or HPC 6720.

5. On an individual basis, students may be required to receive professional counseling to aid them in their personal growth.

6. The Handbook of Policies and Procedures available in the HPC office provides information on liability insurance, academic appeals, retention policy, personal endorsement policy, admissions policies, and placement services.

7. Permission forms to take practica and internships are available in the HPC office and must be completed prior to registration.

8. Applicants for programs in College Student Development, Marriage and Family Therapy, and Professional School Counseling are required to take the Graduate Record Exam (GRE) and have an interview, which can be conducted by telephone if the applicant cannot visit campus. The program in Community Counseling requires the Graduate Record Exam (GRE).
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN COLLEGE STUDENT DEVELOPMENT  
(Major Code: 496*/13.1102)

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduat.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; a completed Department of Human Development and Psychological Counseling questionnaire; and an interview.

Basic Criteria for Consideration: GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE scores from ETS. OR Cumulative GPA or last 60 hours GPA below 3.0 but above 2.70, and official GRE Verbal plus Quantitative (or Analytical if available) score of 800. The GRE Writing test will be considered, but no minimum score has been established.

Hours: 42 semester hours with thesis; 48 semester hours without thesis  
Location: On Campus

Required Core Courses: (18 s.h.) **See the note on the next page regarding prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>HPC</th>
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</thead>
<tbody>
<tr>
<td>HPC 5340</td>
<td>Research in College Student Development and Student Affairs Practice</td>
<td>3</td>
</tr>
<tr>
<td>HPC 5380</td>
<td>College Students and Their Environments</td>
<td>3</td>
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<td>HPC 5410</td>
<td>Introduction to Student Affairs</td>
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<tr>
<td>HPC 5751</td>
<td>Ethics and Law in Professional Practice</td>
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<tr>
<td>HPC 5820</td>
<td>College Student Development Theories I</td>
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<tr>
<td>HPC 5821</td>
<td>College Student Development Theories II</td>
<td>3</td>
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REQUIRED CORE HOURS .................................................................................. 18

Concentrations and Electives: (CHOOSE ONE) ** See the note on the next page regarding concentrations

COLLEGE COUNSELING CONCENTRATION (496B)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>HPC</th>
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<tr>
<td>HPC 5140</td>
<td>Psychological and Educational Testing</td>
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<tr>
<td>HPC 5210</td>
<td>Life and Career Planning</td>
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<td>HPC 5220</td>
<td>Counseling Theory and Techniques</td>
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<tr>
<td>HPC 5900</td>
<td>Practicum in Counseling</td>
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<td>HPC 6720</td>
<td>Group Counseling/Therapy</td>
<td>3</td>
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<tr>
<td>HPC 6900</td>
<td>Internship in College Student Development</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>(5000 level or above)</td>
<td>9</td>
</tr>
</tbody>
</table>

(Students must take PSY 5552, Diagnosis and Psychopathology, or a related course approved by their advisor as one of their electives. Students may take other approved graduate level courses from a wide range of courses in this or other departments as electives provided that they have taken any necessary prerequisite and the course is consistent with the student’s interests and career goals and approved by their advisor.)

STUDENT AFFAIRS PRACTICE CONCENTRATION (496C)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>HPC</th>
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</thead>
<tbody>
<tr>
<td>HPC 5190</td>
<td>Helping Skills in Student Affairs Practice</td>
<td>3</td>
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<tr>
<td>HPC 6330</td>
<td>Assessment and Program Evaluation in Student Affairs</td>
<td>3</td>
</tr>
<tr>
<td>HPC 6410</td>
<td>Student Development Administration</td>
<td>3</td>
</tr>
<tr>
<td>HPC 6900</td>
<td>Internship in College Student Development</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>(5000 level or above)</td>
<td>15</td>
</tr>
</tbody>
</table>

(Students with no previous student affairs experience must take HPC 5900, Practicum in College Student Development, as a guided elective. Students may take other approved graduate level courses from a wide range of courses in this or other departments as electives provided that they have taken any necessary prerequisite and the course is consistent with the student’s interests and career goals and approved by their advisor.)

CONCENTRATION/ELECTIVE HOURS ..................................................................... 30

TOTAL HOURS FOR THE MA DEGREE (without a thesis)................................. 48

Thesis: In exceptional circumstances and with approval of the Program Director, a student may elect to complete a thesis as part of the degree program. Please consult the Program Director for information regarding this option.

Proficiency: None required

Comprehensive: Required - Students should take the required courses (excluding the Internship) prior to taking the comprehensive exam.

Product of Learning: None required
NOTES:

**Prerequisites:** Students should pay particular attention to the prerequisites listed in each course description; the curriculum is carefully structured to ensure that students have the necessary prerequisite knowledge before enrolling in courses.

**Concentrations:** Each student must select one of the following two concentrations: College Counseling (496B) or Student Affairs Practice (496C). Additional courses may be required by the student’s program committee as part of, or in addition to, the listed requirements and electives. The required internship (HPC 6900) will be designed to meet objectives within the chosen concentration. Prerequisites for the internship are the designated courses listed under each concentration and approval of the departmental chair. Practicum/Internship request forms are available in the HPC office and must be completed and approved prior to registration.

**GRADUATE COURSES IN HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING (HPC)**

**HPC 5000. Internship in Public Schools/(1-9). On Demand.** Designed for school counselor graduate students who do not possess an “A” teaching license and who must have an extended internship in a public school setting prior to obtaining an “M” license. Each internship is arranged and coordinated on an individual basis consistent with state policies. This course will be limited to students accepted into the school counselor program and the course credit will not count toward the graduate degree. Graded on an S/U basis. [Dual-listed with HPC 4900.]

**HPC 5100. Counseling Techniques for Teachers of Young Adolescents/(3). On Demand.** Acquaint teachers of early adolescents with appropriate counseling techniques, interactional processes, and resource materials.

**HPC 5110. Multicultural Counseling/(3). S.** An exploration of counseling issues related to a culturally diverse client population.

**HPC 5120. Introduction to Community Counseling/(3). F.** An introduction to the issues, functions, and scope of the work being done in various human service agencies. Helping approaches with selected client populations and related professional concerns will be examined. Prerequisite: for community counseling majors only.

**HPC 5130. Women’s Issues in Counseling/(3). S. Even-numbered years.** Based on study of historical, social, multicultural, and familial influences on the development of women, this course addresses counseling issues related to women’s identity, self-esteem, and relationships.

**HPC 5140. Psychological and Educational Testing/(3). F; S.** A study of representative psychological and educational tests/inventories including the rationale which underlies testing.

**HPC 5190. Helping Skills in Student Affairs Practice/(3). S.** An introduction and overview to the role of the student affairs educator as a facilitator of individual and group development. Methods of helping, group facilitation skills, and leading and managing groups appropriate to student affairs functions will be developed.

**HPC 5210. Life and Career Planning/(3). F; S; SS.** Assists counselors and others in various work settings to attain knowledge and skills essential in helping individuals to consider possible careers and life style options. Approaches to career development, sources of informational materials, and the life planning needs of particular clientele are emphasized.

**HPC 5220. Counseling Theory and Techniques/(3). F; S.** Several selected theories of counseling will be studied in depth, emphasizing primary sources. Other theories will be studied, giving breadth to this area of knowledge. Interrelationships of personality development, learning, and “problems” will be stressed.

**HPC 5270. Theories of Marriage and Family Therapy I/(3). F.** A study from the systemic perspective of the historical development, theoretical and empirical foundations, and current issues in marriage and family therapy. Major models of marriage, couple and family therapy are surveyed.

**HPC 5271. Theories of Marriage and Family Therapy II/(3). S.** A study of a selected number of theories concerning marriage and family therapy. Class will involve role play, group discussion, and demonstration of marriage and family therapy. Prerequisite: HPC 5270.
HPC 5272. Family Development and Therapy/(3).S. An introduction to a variety of systemic theories of family. Emphasis will be given to clinical issues of family development as they pertain to family therapy.

HPC 5273. Mediation and Divorce Therapy/(3).F. Even-numbered years. Recognizing divorce as a frequent phenomenon in families, this course is designed to study the history, effects, and re-growth as a result of divorce. In addition to a review of current literature, there will be a concentration on pertinent, long-term studies of divorces, and the results and effects on children, as well as viewing proposed models of mediation and therapy for persons who choose to pursue such assistance.

HPC 5274. Substance Abuse in Family Systems/(3).S. Even-numbered years. An examination of the range of substance abuse issues impacting the family system. Topics will include etiology of substance abuse and addiction within the family, impact upon members of the system and its dynamics, intervention and treatment approaches, and long-term recovery issues. Special attention will be given to the topics of co-dependency and core issues of adult children of dysfunctional families. Prerequisites: HPC 5270, SOC 5570/HPC 5560, or permission of the instructor.

HPC 5275. Systemic Family Therapy Institute/(3-9).SS. Variable content. Barring duplication, a student may repeat the course and earn up to a total of nine semester hours. This annual summer institute is designed to provide graduate students and working professionals with an opportunity for in-depth exploration of cutting-edge topics within the marriage and family therapy field. Graded on an S/U basis.

HPC 5310. Introduction to Professional School Counseling/(3).F. The study of comprehensive, developmental school counseling programs; appropriate counselor roles (counseling, coordination, and consultation); and methods of providing services to students, families, and school personnel within a collaborative framework.

HPC 5315. Elementary/Middle Grades School Counseling/(3).On Demand. Designed primarily for counselors who plan to work or are currently working in elementary or middle grades settings. Emphasis is given to philosophy and organization; the role and functions of elementary and middle grades counselors; components of comprehensive elementary and middle grades school counseling programs; and special issues related to theory and practice of working with children and adolescents.

HPC 5340. Research in College Student Development and Student Affairs Practice/(3).S. This introductory research course is designed to provide opportunities to review, evaluate, conduct and disseminate educational research related to the practice of Student Affairs. This course is a prerequisite for HPC 6330.

HPC 5380. College Students and Their Environments/(3).F. A study of characteristics, needs, and goals of college students, including selected populations; appraisal and effect of college environments and other socio-cultural factors on students; and implications for Student Affairs Practice.

HPC 5410. Introduction to Student Affairs/(3).F. An introduction and overview of student affairs functions within institutions of higher education emphasizing the history, student affairs programming models, professional standards and ethics in professional conduct, professional associations, organizational models and staffing patterns, and issues and trends in student affairs practice.


HPC 5530-5549. Selected Topics/(1-4).On Demand. Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course.

HPC 5560. The Addictive Process/(3).F;S. An examination of sociological and psychological contributions to alcohol and drug addiction and abuse in our society. The addictive process and its impact on the individual and society are described, as well as treatment and preventive program efforts. Students will also examine their own feelings and attitudes about alcohol and drug use and abuse. (Same as SOC 5570.) [Dual-listed with HPC 4570.]

HPC 5570. Counseling the Addicted Person/(3).F. An in-depth study of the various intervention and therapeutic models utilized with addicted clients, including individual, group, and family counseling approaches. Unique aspects, demands, and imperatives of the addiction vis-a-vis the helping relationship are discussed. Prerequisite: HPC 5560.
HPC 5680. Counseling the Aging/(3).F. Even-numbered years. This course is designed to aid graduate students interested in gerontology to understand and appreciate aging as a lifelong process. Emphasis is also given to various effects of aging-physiological, psychological, financial, etc. Counseling strategies and understanding family dynamics pertaining to aging will also be studied.

HPC 5700. Teaching Sex Education Within a Family Context/(3).F. This course is designed to help health educators learn and develop strategies for teaching family living and sexuality to different age groups such as elementary, middle grades, secondary and adults. Topics to be included are reproductive anatomy, physiology, STD and AIDS, varying cultural differences, and gaining community support. Each student will be responsible for developing appropriate curricula materials for the age group she/he will be teaching. (Same as HED 5710.) [Dual-listed with HPC 4710.]

HPC 5710. Helping the Troubled Employee/(3).On Demand. An introduction to employee assistance programming in a wide variety of settings. Historical development, current issues and trends, program structure, implementation, administration and evaluation are stressed. Visiting practitioners, student projects, and field trips will emphasize practical skills development in this helping model based in the work setting.

HPC 5751. Ethics and Law in Professional Practice/(3).S. A study of current legal and ethical issues confronting the college student development specialist or counselor in practice. Topics include authority and environment of ethics and law, ethical decision analysis, and topical issues such as student safety, liability, confidentiality, privacy, libel and slander, due process, and other related ethical and legal concepts. The course goal is to provide future practitioners with a working knowledge of ethical and legal issues so as to inform good practice.

HPC 5752. Legal and Ethical Issues in Community Counseling/(3).S. A study of legal and ethical issues confronting community agency, mental health and rehabilitation counselors. Topics include moral reasoning, tort liability, confidentiality, privacy, libel, slander, due process, federal and state rules, regulations, and statutes, and other important concepts and actions resulting in legal and ethical questions. Prerequisites: HPC 5120; for community counseling majors only.

HPC 5753. Legal and Ethical Issues in Marriage and Family Therapy/(3).F. A contextual study of legal and ethical issues related to the profession of marriage and family therapy. Topics include professional identity, scope of practice, professional organizations, licensure, ethical codes, confidentiality, legal responsibility and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

HPC 5754. Legal and Ethical Issues in Professional School Counseling/(3).S. An exploration of ethical and legal standards, and applications specific to professional school counseling. General topics will include the ethical decision-making process, confidentiality, privileged communication, informed consent, duty to warn, dual relationships, record keeping, parental rights, the rights of minors, testifying in court, and testing. Special topics and the needs of special populations will be examined.

HPC 5790. Group Methods and Processes/(3).F;S. A study of group dynamics, experimentation in groups, leadership roles, and applicability to other settings. [Dual-listed with HPC 4790.]

HPC 5820. College Student Development Theories I/(3).F. This course provides an overview of the cognitive theories of student development. Particular emphasis will be placed on utilizing theory to understand and describe student learning, human behavior and development over the life span. The course includes cognitive and moral development theories. A multicultural focus will be included in the study of these theories. This course is a prerequisite for HPC 5821.

HPC 5821. College Student Development Theories II/(3).S. This course provides an overview of the psychosocial theories of student development. Particular emphasis will be placed on utilizing theory to understand and describe student learning, human behavior and development over the life span. The course includes psychosocial and identity theories. A multicultural focus will be included in the study of these theories. Prerequisite: HPC 5820.

HPC 5840. Human Relations and Interaction/(3).F;S. Examines the key elements in effective interpersonal communication. Students will be exposed to one or more human relations models that are designed to improve their communication skills. Emphasis will be given to applying constructive methods of human relations in a variety of settings including business, schools, and social service agencies. [Dual-listed with HPC 4840.]
HPC 5850. Theory and Practice of Reality Therapy/(3). On Demand. A basic course introducing the theory and practice of Reality Therapy in a variety of therapeutic settings. Emphasis will be placed on the principles and implications of control theory, including the fundamentals of the practice of Reality Therapy, and its relationship to the cycle of counseling.

HPC 5860. Dreamwork: Clinical Methods/(3).F. An in-depth study of dreamwork as a clinical method, including theoretical approaches to dreams, clinical issues and current trends, and cross-cultural perspectives on the role of dreams, myths, and symbols in psychological healing.

HPC 5870. Creative Process, Movement, and Therapy/(3).S. Odd-numbered years. An examination of body awareness, creative expression, and movement in therapy. Particular attention will be paid to the concept of creative process and how it relates to human development, personality integration, and healing. [Dual-listed with DAN 4870.]

HPC 5900. Practicum/(1-9).F;S. Practica are available in the areas given below according to the chosen curriculum. Some practicums may be repeated for additional credit when there is space and upon approval of the advisor and the departmental chair. Graded on an S/U basis.

- **Practicum in Counseling:** An in-depth study of the counseling and therapeutic process and the nature of the counseling relationship. These factors will be examined in relationship to the application of basic theoretical principles. Prerequisites: HPC 5220, specific program requirements, and prior approval of the departmental chair.
- **Practicum in College Student Development:** An opportunity for on-the-job observation and limited practice in at least two student development functions/offices either on the ASU campus or in another area post-secondary institution. Open only to student development majors. Prior approval of the departmental chair.
- **Practicum in Group Leadership:** Supervised practice in group leadership. Prerequisites: HPC 5790, HPC 6720, and prior approval of the departmental chair.

HPC 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist's levels. Graded on an S/U basis. HPC 5989 does not count toward a degree.


HPC 6120. Development Assessment and Diagnosis in Community Counseling/(3).S. An in-depth and critical examination of developmental assessment and diagnosis in a variety of community counseling settings. Specific attention will be given to the interface of the assessment and diagnostic process, the sociocultural context of individuals, and an understanding of basic psychopharmacology within a developmental and humanistic framework. Prerequisites: HPC 5120; for community counseling majors only.

HPC 6160. Gestalt Therapy/(3).S. Even-numbered years. An examination of the Gestalt Therapy model. The course combines experiential and conceptual approaches. Emphasis is placed on developing personal and unique styles of interventions within the framework of Gestalt Therapy.

HPC 6162. Systemic Gestalt Therapy/(3).SS. An advanced course which focuses on the application of gestalt concepts within a systemic model. Prerequisite: HPC 6160 or permission of the instructor. Graded on an S/U basis.

HPC 6270. Marriage and Family Counseling: Clinical Issues/(3).F. An examination of basic issues and special problems in the therapeutic intervention in families. Prerequisite: HPC 5270.

HPC 6271. Theories of Marriage and Family Therapy III/(3).SS. A comprehensive survey of major models of marriage and family therapy with emphasis on the relationship of theory to practice.

HPC 6272. Marital and Couples Therapy/(3).F. This seminar examines key issues associated with effective marital and couples therapy. Emphasis is given to an overview of fundamental theoretical models of intimate relationships and models for effecting healing and growth in such relationships.

HPC 6280. Assessment and Diagnosis in Marriage and Family Therapy/(3).SS. A seminar designed to provide a background in diagnosis and assessment including skills necessary to conduct a relational assessment interview, as well as the development of assessment skills through the use of family sculpture, family genogram, role play, and exercises. Prerequisite: HPC 5271 or permission of the instructor.
HPC 6290. Child and Adolescent Therapy/(3).S. The application of child development and counseling theories to the practice of counseling children and adolescents. Focus will be on clinical practice, diagnostic skills, play and art therapy, family systems interventions, parent training programs, and behavioral interventions.

HPC 6330. Assessment and Program Evaluation in Student Affairs/(3).F. The focus will be on assessing outcomes of enrollment in post-secondary institutions, assessment methodologies used for exploring student outcomes, systematic program evaluation, and the application of student development theory to practice. Prerequisite: HPC 5340.

HPC 6340. Ecoltherapy/(3).F.Even-numbered years. This course will examine emerging paradigms in psychology and counseling in systems theory, the nature of consciousness, and ecopsychology.

HPC 6350. Body/Mind/(3).S. A study of the interrelationship of physical and mental functioning as it pertains to counseling, including the mind/body problem as a systematic issue in psychology, exploration of the current resurgence of interest in mind/body functioning relative to total well-being, and an overview of current uses of mind/body experiences as therapeutic techniques.

HPC 6360. Therapy and the Expressive Arts/(3).F;S. An examination of the relationship between artistic expression and individual mental health. Theories and techniques of various arts therapies will be studied relative to diagnosis and treatment as well as to personality integration and personal growth.

HPC 6370. Intermodal Expressive Arts/(3).F;S. An examination of theories, techniques, and functions of psychotherapeutic approaches using intermodal expressive arts, emphasizing cross-cultural contexts of creative expression and human development.

HPC 6380. Therapeutic Writing/(3).F. An exploration of writing and the therapeutic process. Students will experience a variety of methods in using the written word to enhance client change as well as for self-care for the therapist.


HPC 6410. Student Development Administration/(3).F. An overview of organizational theories, management, and administration in student development practice, including budget and finance, governance and policy making, organizational change processes, process consultation, administrative uses of computers, and human resource development. Prerequisite: HPC 5410.

HPC 6451. Community Counseling Seminar/(3).F. An examination of current issues and trends in mental health, agency and rehabilitation counseling focusing on the transition from clinical trainee to entry level practitioner in areas such as psychosocial assessment, prevention/education/intervention techniques, administration of programs, and supervision. Prerequisites: HPC 5120, HPC 5220, HPC 5752, HPC 5790, HPC 5900 (Practicum in Counseling) or concurrently enrolled; for community counseling majors only.

HPC 6452. Seminar in Professional School Counseling/(3).SS. This course is designed to provide opportunities for students to further develop knowledge and skills in order to deliver a comprehensive and developmental school counseling program. A wide variety of topics currently addressed in professional school counseling literature will be studied. Prerequisite: HPC 5310.


HPC 6530-6549. Selected Topics/(1-4).On Demand.

HPC 6570. The Appalachian Addictions Institute/(3-9).SS. Variable content. Barring duplication, a student may repeat the course and earn up to a total of nine semester hours. This annual summer institute is designed to provide graduate students and working professionals with an opportunity for in-depth exploration of cutting-edge, clinical issues and topics within the addictions field. Graded on an S/U basis.

HPC 6620. School-Based Consultation/(3).S;SS. For school psychologists, counselors and other human service personnel in various fields who deal with parents and/or teachers in a consultative and educational capacity. The course will include a review of consultation models and theories of both a group and triadic nature. It will also provide an opportunity for
role play which reflects actual consulting situations. Emphasis will be placed on concerns related to academic deficit, behavioral problems in the school and home, and family stress. (Same as PSY 6620.)

HPC 6710. Human Sexuality/(3).S. Classical and contemporary theories of sexual identity and behavior, family planning, reproduction, emotionality, intimacy, and values are studied. Special attention is given to the work of Kinsey, Hooker, and Masters and Johnson, and most recent researchers. Attention is given to futurity, especially as it pertains to current practices and values regarding family planning, general health, sexuality and one’s self-esteem. Counseling strategies will be considered pertaining to many currently reported sexual dysfunctions such as impotence, premature ejaculation and lack of sexual response.

HPC 6720. Group Counseling/Therapy/(3).F;S. Theory and practice of group counseling/therapy, including group process, leadership style, and outcome. Prerequisite: HPC 5790 or equivalent.

HPC 6730. Sexual Abuse Counseling/(3).S. An in-depth examination of the subject of sexual abuse counseling. The course provides an overview of the issues involved in sexual abuse and relates these to the assessment and treatment processes used by counselors and other helping professionals.

HPC 6750. College Student Development Institute/(3-9).SS. This annual summer institute is designed to allow college administrators, counselors, instructors, other student development personnel, and graduate students to consider a variety of issues facing students and student development specialists. There is variable content each summer with the theme and topics reflecting current issues and needs. Barring duplication, a student may repeat the course and earn up to a total of nine semester hours. Graded on an S/U basis.

HPC 6770. Current Issues and Special Populations in Addictions Counseling/(3).S.Even-numbered years. Current issues in the addictions field as they impact both counselors and their clients are addressed. Both practical and theoretical orientations of working with addicted clients are discussed. An emphasis is placed in the course on working with rural and minority clients.

HPC 6900. Internship/(1-18).F;S. Advanced students in counselor education will have supervised experiences in specific functions of the counselor education field in a public school system, post-secondary institution, or other appropriate agency. In addition to those listed below, other specific experiences will be developed and approved by the student and the student’s advisory committee. May be taken up to a total of eighteen semester hours with permission of the departmental chair. Graded on an S/U basis. Prerequisite: prior approval of the departmental chair.

- Internship in Professional School Counseling: Practice in the application of skills used in counseling elementary/middle/secondary school youth. Setting to be decided upon in consultation with the internship supervisor. A minimum of 600 clock hours of work (full-time) as a counselor in the school will be required. Graded on an S/U basis. Prerequisites: HPC 5140, HPC 5210, HPC 5220, HPC 5310, HPC 5754, HPC 5790, HPC 5900, HPC 6620/PSY 6620, and approval of the departmental chair.
- Internship in Community Counseling: On-the-job experience will be emphasized through placement of students in appropriate human service agencies. Includes practice in the counseling and other helping skills used in various agencies. Available primarily for Community Counseling majors. Graded on an S/U basis. Prerequisites: HPC 5120, HPC 5220, HPC 5752, HPC 5790, HPC 5900 (Practicum in Counseling), HPC 6120, HPC 6451 or concurrently enrolled and prior approval of the departmental chair; for community counseling majors only.
- Internship in College Student Development: On-the-job experience will be emphasized through placement of students in specific student development functions/offices either on the ASU campus or in another area post-secondary institution. Available primarily for college student development majors. Graded on an S/U basis. Prerequisites: HPC 5410, HPC 5900 (Practicum in College Student Development) and/or HPC 5900 (Practicum in Counseling), and prior approval of the departmental chair.
- Internship in Marriage and Family Therapy/(3+3+6).F;S;SS. Supervised practice in the application of skills used in systemic individual, couple and family therapy. Open only to marriage and family therapy majors. Graded on an S/U basis. Prior approval of the departmental chair.
The Department of Communication does not offer a graduate program. The following courses are used to complement other graduate degree programs. Courses in the following disciplines are offered through the Department of Communication:

COM: communication courses

**GRADUATE COURSES IN COMMUNICATION (COM)**

**COM 5312. Advanced Crisis Communication/(3). On Demand.** A course designed to help students understand the role of communication in the overall management of an organizational crisis. Students will study how to prepare crisis material, including a crisis communication plan and crisis manual.

**COM 5425. Task-Oriented Group Facilitation Methods/(3).** Learn how to maximize the collective power of groups, organizations, and communities by developing facilitation skills that help groups think, talk, and work together. Application opportunities using these skills include community development, organizational planning, education, government, and other occasions when people want to turn ideas into productive action and meaningful accomplishments. (Same as PLN 5425.)

**COM 5530-5549. Selected Topics/(1-4). On Demand.**
Master of Arts in Communication Disorders
Department of Language, Reading, and Exceptionalities
Reich College of Education

Richard A. Culatta, Chair and Professor
Ph.D., University of Pittsburgh
CulattaRA@appstate.edu
Donna M. Brown, Coordinator for Communication Disorders, Clinical Professor, and Clinical Supervisor
M.S., University of Southwestern Louisiana
BrownDM@appstate.edu

http://www.ced.appstate.edu/departments/lre/

The Department of Language, Reading and Exceptionalities offers the following graduate programs related to communication disorders:
- Master of Arts in Communication Disorders (leads to NCDPI Advanced Licensure) (Major Code: 489A/51.0201) [T]
- Master of Arts in Communication Disorders (non-teaching program) (Major Code: 493A/51.0201)

In addition, the Department of Language, Reading and Exceptionalities houses programs in Reading Education and Special Education; these programs are detailed in separate sections in this bulletin. The Department also cooperates with the Departments of Family and Consumer Sciences and Curriculum and Instruction to offer the M.A. degree in Child Development: Birth-Kindergarten. The degree is coordinated and conferred by the Department of Family and Consumer Sciences. See the Child Development program for information.

The Department of Language, Reading and Exceptionalities includes professionals in Communication Disorders, Reading/Language Arts, and Special Education. This enables the department to provide innovative programs focusing, in a transdisciplinary fashion, on all facets of language, reading, and specific areas of exceptionality. All students pursuing programs in the Department of Language, Reading and Exceptionalities must satisfy the Reich College of Education’s and the Graduate School’s requirements pertaining to admission, proficiencies, and licensure.

Courses in the following disciplines are offered through the Department of Language, Reading, and Exceptionalities:
- CD: communication disorders
- RE: reading education (see the Reading Education program for course descriptions)
- SPE: special education (see the Special Education program for course descriptions)

In addition, the Communication Disorders programs include coursework offered by other departments as follows:
- CI: curriculum and instruction courses (see the Curriculum Specialist program for course descriptions)
- FDN: foundations of education courses (see the School Administration program for course descriptions)
- HE: higher education courses (see the Higher Education program for course descriptions)
- RES: educational research courses (see the School Administration program for course descriptions)

The Department of Language, Reading and Exceptionalities offers a program in Communication Disorders for persons who are interested in working with children and adults who have communication disorders. The program is designed to provide students with the academic and clinical practicum experiences necessary for certification by the American Speech-Language-Hearing Association (ASHA), and the North Carolina state licensure in speech language pathology and audiology. Students planning to obtain the Master of Arts in Communication Disorders must complete State Department of Public Instruction requirements for the “S and G” Advanced (Graduate) level license in Speech-Language Impaired. All students must complete an individualized program of study, and have it approved by their advisors, by the close of their first semester of registration.

The Master’s program typically requires five semesters to complete for students with undergraduate degrees in Speech-Language Pathology and Audiology. Applicants who have undergraduate degrees in other fields, and who have at least 21 semester hours of applicable courses in speech-language pathology and audiology, are considered to be in-field (as though they had undergraduate degrees in the field). They may also be able to complete the degree in the typical five to six semester time frame. It may require that students come one summer semester prior to their admission to complete undergraduate prerequisites.

Applicants who have undergraduate degrees in other fields, and who have fewer than eight semester hours of applicable courses in speech-language pathology and audiology, are considered to be out-of-field. They will require an additional two semesters in order to complete the necessary undergraduate prerequisites before enrolling for graduate work. Out-of-field students must begin completion of undergraduate prerequisites during the summer session prior to their Fall admission term.
Applicants with undergraduate degrees in other fields, and who have 8-20 semester hours of applicable course work in speech-language pathology and audiology, are considered to be potentially in-field, but not out-of-field. They may be offered admission as an in-field student, with the condition that they complete sufficient applicable undergraduate courses in speech-language pathology and audiology prior to their first semester of graduate study (for example, during the Summer Session prior to their Fall admission term).

Admission to the Communication Disorders Program will be on a competitive basis. Students who wish to be admitted to this program must submit evidence of satisfactory performance in all undergraduate course work and on either the GRE or the MAT. The Program does not permit deferred admissions. Students who are offered admission for a given term, and who cannot accept admission for that term, must reapply and be considered at a later time. Admission for Spring and Fall entry is limited to in-field students. Out-of-field students must enter during Summer Session. To be given consideration, applications for Summer and Fall admission must be submitted and complete by February 1; and applications for Spring admission must be submitted and complete by October 1.

The Communication Disorders MA program qualifies for Academic Common Market status, and students from the southeastern states outside of North Carolina may qualify for a reduction to in-state tuition. Currently, the Communication Disorders program is open in Delaware. Students should contact their home state’s ACM coordinator to request consideration. The complete list of coordinators is available on the Southern Regional Education Board website: http://www.sreb.org.
**PROGRAM OF STUDY FOR THE MASTER OF ARTS IN COMMUNICATION DISORDERS** (Major Code: 489A/51.0201 [T])

This program leads to NC Licensure, provided that 60 s.h. are completed.

**Admission Requirements:** Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu], including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended.

**Basic Criteria for Consideration:** For students to be considered for admission to the regular program, if the GPA from the last 60 hours of undergraduate study is above 3.0, applicants can be considered for regular admission. They must present scores from the GRE or MAT, but no minimum score is required. If the GPA (last 60 hours) is above 2.7 but below 3.0, applicants can be considered for regular admission if the total of GRE Verbal and GRE Quantitative is 800 or more. The minimum MAT score is 33. Admission is on a competitive basis.

**Hours:** 57 semester hours with thesis; 60 without thesis

**Location:** On Campus

**Required Courses:**

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<th>Course</th>
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<tr>
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<td>CD 5569</td>
<td>Clinical Practicum in the Schools</td>
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</tr>
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<td>CD 5663</td>
<td>Disorders of Fluency</td>
<td>3</td>
</tr>
<tr>
<td>CD 5666</td>
<td>Voice Disorders</td>
<td>3</td>
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<tr>
<td>CD 5669</td>
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<td>Language Disorders in Preschool Children</td>
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<td>CD 5676</td>
<td>Language Disorders in School-Aged Children and Adolescents</td>
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<td>Neurogenic Disorders I: Overview of Aphasia, Apraxia, Dysarthria, and Dysphagia</td>
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<td>Internship (may be 6+6 or 12)</td>
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**Thesis Options:** (CHOOSE ONE)

**WITH THESIS** (6 s.h. required)

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<td>Thesis</td>
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**GUIDED ELECTIVES (5000 level or above)**

(Selected with approval of the major advisor in communication disorders or related areas such as counseling, early childhood education, psychology, reading and special education).

**WITHOUT THESIS** (9 s.h. required)

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**GUIDED ELECTIVES (5000 level or above)**

(Selected with approval of the major advisor in communication disorders or related areas such as counseling, early childhood education, psychology, reading and special education).

**THESIS OPTIONS HOURS**

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**TOTAL HOURS FOR MA DEGREE**

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<th>Hours</th>
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<tr>
<td>57 (with thesis)</td>
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</table>

or 60 (without thesis)

**Thesis:** Optional

**Proficiency:** None required

**Comprehensive:** PRAXIS II (NTE) in Speech Language Pathology and Audiology serves as the comprehensive examination. Minimum score 600.

**Product of Learning:** None required
COMMUNICATION DISORDERS

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN COMMUNICATION DISORDERS (Non-Teaching)  
(Major Code: 493A/51.0201)

This program does not lead to NC Licensure.

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: For students to be considered for admission to the regular program, if the GPA from the last 60 hours of undergraduate study is above 3.0, applicants can be considered for regular admission. They must present scores from the GRE or MAT, but no minimum score is required. If the GPA (last 60 hours) is above 2.7 but below 3.0, applicants can be considered for regular admission if the total of GRE Verbal and GRE Quantitative is 800 or more. The minimum MAT score is 33. Admission is on a competitive basis.

Hours: 57 semester hours with thesis; 60 without thesis

Location: On Campus

Required Courses:

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<td>Clinical Practicum III</td>
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<td>Disorders of Fluency</td>
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<td>Phonologic Disorders</td>
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<td>Language Disorders in Preschool Children</td>
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<td>Neurogenic Disorders II: Assessment and Treatment of Aphasia, Apraxia, Dysarthria, and Dysphagia</td>
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REQUARED HOURS ........................................................................... 51

Thesis Options: (CHOOSE ONE)

WITH THESIS (6 s.h. required)

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<td>Thesis</td>
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Guided Elective (5000 level or above) ........................................3

(Selected with approval of the major advisor in communication disorders or related areas such as counseling, early childhood education, psychology, reading and special education).

WITHOUT THESIS (9 s.h. required)

Guided Electives (5000 level or above) ...........................................9

(Selected with approval of the major advisor in communication disorders or related areas such as counseling, early childhood education, psychology, reading and special education).

THEESIS OPTIONS HOURS ................................................................6 or 9

TOTAL HOURS FOR MA DEGREE ..................................................... 57 (with thesis)

or 60 (without thesis)

Thesis: Optional

Proficiency: None required

Comprehensive: PRAXIS II (NTE) in Speech Language Pathology and Audiology serves as the comprehensive examination.

Product of Learning: None required
CD 5364. Audiology/(3).S. The science of hearing and the etiologies of hearing impairment. Prerequisites: CD 2259, CD 2260, CD 2464, and CD 2465. (Meets ASHA III-C, III-D, IV-G) [Dual-listed with CD 3364.]

CD 5500. Independent Study/(1-4).F,S.

CD 5530-5549. Selected Topics/(1-4).On Demand.

CD 5562. Advanced Phonetic Transcription/(1).F,S. In this course, students will have the opportunity to refine their skills in the transcription of clinical interactions with clients at-risk for or experiencing speech-sound disorders. Prerequisites: CD 2259, CD 2260, CD 2361, and concurrently with CD 5563. (Meets ASHA III-C, III-D) [Dual-listed with CD 4562.]

CD 5563. Disorders of Articulation and Phonology/(3).F,S. Etiology, evaluation, and management of articulation and phonologic disorders. Prerequisites: CD 2259, CD 2260, CD 2361, and concurrently with CD 5562. (Meets ASHA III-C, III-D, IV-G) [Dual-listed with CD 4563.]

CD 5564. Clinical Practicum I/(3).F,S. Supervised entry level practicum in evaluation and therapy techniques in speech-language pathology. Specific clinical assignments will be appropriate to a common pre-practicum core. Assignments will be consistent with the workload formula in the Communication Disorders Program Handbook. Graded on an S/U basis. Prerequisites: completion of a common pre-practicum core which includes: CD 5661, CD 5669, CD 5675, CD 5676, and CD 5731; and completion of required observations. (Meets ASHA III-B)

CD 5565. Clinical Practicum II/(3).F,S. Supervised second level practicum in evaluation and therapy techniques in speech-language pathology. Specific clinical assignments will depend on prior and concurrent coursework in the disorders areas. Assignments will be consistent with the workload formula in the Communication Disorders Program Handbook. Students may have an off-campus placement. Graded on an S/U basis. Prerequisite: CD 5564. (Meets ASHA III-B)

CD 5566. Clinical Practicum III/(3 or 6).F,S. Supervised third level practicum in evaluation and therapy techniques in speech-language pathology. Specific clinical assignments will depend on prior and concurrent coursework in the disorders areas. Assignments will be consistent with the workload formula in the Communication Disorders Program Handbook. Students may have an off-campus placement. CD 5566 may be taken for 6 s.h. alone, or for 3 s.h. credit concurrently with a 3 s.h. enrollment in CD 5569 (Clinical Practicum in the Schools). Graded on an S/U basis. Prerequisite: CD 5565. (Meets ASHA III-B)

CD 5569. Clinical Practicum in the Schools/(3 or 6).F,S. Supervised practicum involving evaluation and therapy techniques in speech-language pathology. Specific clinical assignments will depend on prior and concurrent coursework in the disorders areas. Assignments will be consistent with the workload formula in the Communication Disorders Program Handbook. CD 5569 may be taken for 6 s.h. alone, or concurrently with a 6 s.h. enrollment in CD 5900 (Internship), or for 3 s.h. concurrently with a 3 s.h. enrollment in CD 5566 (Clinical Practicum III). Graded on an S/U basis. Prerequisite: CD 5565. (Meets ASHA III-B)

CD 5602. Communication and Aging/(3).On Demand. The dynamics of normal communicative processes in the geriatric population and the psychobiological changes that occur as human beings age. Prerequisite: senior status or permission of the instructor. Enrollment is not restricted. (Meets ASHA III-B) [Dual-listed with CD 4602.]

CD 5661. Diagnostic Process/(3).F,S. The philosophy and implementation of procedures for the evaluation of communication disorders in children and adults with emphasis on obtaining and interpreting case history data, conducting diagnostic interviews, and administering, scoring and interpreting data from diagnostic instruments used to evaluate articulation, language, fluency, voice, and motor speech disorders. Observation of and participation in diagnostic sessions are required. (Meets ASHA II-B)

COMMUNICATION DISORDERS

100

CD 5663. Disorders of Fluency/(3).F. Study of the etiology, evaluation, and management of disorders of fluency (including stuttering) in children and adults with a concentration on the major theories of causation. (Meets ASHA II-B)

CD 5666. Voice Disorders/(3).SS. Study of the etiology, evaluation, and rehabilitation of functional and organic voice disorders in children and adults, including a review of the anatomic and physiological bases of phonation, respiration, and resonance; theories of voice production; and physiologic and acoustic correlates of voice disorders. (Meets ASHA II-B)

CD 5668. Language Disorders/(3).F. The identification and evaluation of language disorders in children and adults, including models of language and language disorders, etiological factors, and basic assessment and management procedures. Prerequisites: CD 3162, CD 3163 and CD 3366. (Meets ASHA III-C, III-D, IV-G) [Dual-listed with CD 4668.]

CD 5669. Phonologic Disorders/(3).SS. Clinical application of current research in disorders of the phonologic (sound) system. (Meets ASHA II-B)

CD 5672. Severe Communication Disorders in Children and Adults/(3).S. A study of the communication development of children and adults with severe communication disorders. Emphasis will be placed on developing expertise in ongoing evaluation through standard and nonstandard procedures, program planning, and use of augmentative communication systems. (Meets ASHA II-B)

CD 5675. Language Disorders in Preschool Children/(3).F;S. A study of the evaluation and management of language disorders in preschool children, including models of language and language disorders, high risk factors, and interdisciplinary assessment, program planning, and intervention. Prerequisites: CD 3162, CD 3163, CD 3366, CD 3668 or permission of the instructor. (Meets ASHA II-B)

CD 5676. Language Disorders in School-Aged Children and Adolescents/(3).F;S. A study of the identification, evaluation, and management of language disorders in school-aged children and adolescents, with special emphasis on language development after age five, the role of language in educational contexts, formal and informal assessment strategies, alternative service delivery models, and specific strategies for intervention. Prerequisites: CD 3162, CD 3163, CD 3366 and CD 3668 or permission of the instructor. (Meets ASHA B-2)

CD 5682. Communication Disorders in Diverse Populations/(3).S. A seminar on the interrelationship of sociological variables and linguistic performance with special emphasis on communication differences and disorders among culturally and linguistically diverse populations, non-biased assessment of diverse populations, elective intervention approaches, and differing learning styles.

CD 5690. Topics in Communication Disorders: Weekends with the Experts/(1).F;S. These minicourses provide students and practitioners in speech-language pathology and audiology with an opportunity for in-depth exploration of topics in the basic communication processes, the professional area, and related areas. May be repeated with permission of the coordinator of the communication disorders program. Graded on an S/U basis.

CD 5731. Neurogenic Disorders I: Overview of Aphasia, Apraxia, Dysarthria, and Dysphagia/(3).F;S. Overview of normal and age-, gender-, and culture-related differences in adult communication and upper aerodigestive function. Behavioral characteristics, neuropathology, and etiologies of aphasia, apraxia, dysarthria, and dysphagia will be described, giving special consideration to the impairments, activity limitations, and participation restrictions related to these disorders. (Meets ASHA II-B)

CD 5732. Neurogenic Disorders II: Assessment and Treatment of Aphasia, Apraxia, Dysarthria, and Dysphagia/(3).S. Differential diagnosis and management of the impairments, activity limitations, and participation restrictions related to aphasia, apraxia, dysarthria, and dysphagia. Special consideration will be given to age-, gender-, and culture-related differences. Prerequisite: CD 5731. (Meets ASHA II-B)

CD 5733. Neurogenic Disorders III: Dementia, Right Hemisphere Disorders, and Traumatic Brain Injury/(3).F.Even-numbered years;SS.Odd-numbered years. Description, differential diagnosis, and treatment of the impairments, activity limitations, and participation restrictions related to cognitive and communication associated with dementia, right hemisphere damage, and traumatic brain injury. Special consideration will be given to age-, gender-, and culture-related differences. Prerequisite: CD 5731. (Meets ASHA II-B)
CD 5766. **Neuroanatomy and Physiology**/(3).F;S. Basic anatomy and physiology of the central and peripheral nervous systems with special emphasis on neural systems involved in normal and disordered speech, language, and hearing. Prerequisite: CD 2260. (Meets ASHA III-B) [Dual-listed with CD 4766.]

CD 5864. **Intervention Processes in Communication Disorders**/(3).F;S. An introduction to intervention processes relevant to any clinical setting. Critical issues addressed will include the importance and role of appropriate prior diagnostic information; development of intervention plans; assessment of intervention effectiveness; and professional ethics. The necessity for and means of obtaining appropriate professional credentials will also be discussed. Prerequisites: CD 2259, CD 3364, CD 5563 or CD 5668; and, concurrently with CD 5865. (Meets ASHA III-B, III-C, III-D, III-E, IV-G) [Dual-listed with CD 4864.]

CD 5865. **Laboratory in Intervention Processes in Communication Disorders**/(1).F;S. In this course, students will obtain 25 hours of supervised observation of the provision of speech, language and hearing services. This will primarily involve serving as participant observers with one client at the Appalachian State University Communication Disorders Clinic. Emphasis will be placed on applying intervention effectiveness. Prerequisites: CD 2259, CD 3364, CD 5563, or CD 5668; and, concurrently with CD 5864. (Meets ASHA III-B, III-C, III-D, IV-G) [Dual-listed with CD 4865.]

CD 5900. **Internship**/(6-12).F;S. An internship in the area of communication disorders. Graded on an S/U basis. Prerequisites: completion of CD 5567 or its equivalent and permission of the Communication Disorders faculty. (Meets ASHA III-B)

CD 5989. **Graduate Research**/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. CD 5989 does not count toward a degree.

CD 5999. **Thesis**/(1-4).F;S. Graded on an S/U basis. (Meets ASHA II-A or II-B)
COMMUNITY COUNSELING

Master of Arts in Community Counseling
Graduate Certificate in Addiction Counseling
Graduate Certificate in Expressive Arts Therapy

Department of Human Development and Psychological Counseling
Reich College of Education

Leroy G. Baruth, Chair and Professor
Ed.D., University of Arizona
BaruthLG@appstate.edu

Keith M. Davis, Program Director for Community Counseling and Associate Professor
Ph.D., University of North Carolina at Greensboro
DavisKM@appstate.edu

Sally S. Atkins, Advisor for Expressive Arts Therapy Certificate and Professor
Ed.D., University of North Carolina at Greensboro
AtkinsSS@appstate.edu

Geraldine (Geri) A. Miller, Advisor for Addiction Counseling Certificate and Professor
Ph.D., Ball State University
MillerGA@appstate.edu

http://www.ced.appstate.edu/departments/hpc/

The Department of Human Development and Psychological Counseling is responsible for organizing and providing instructional programs in counseling and other human development functions for public schools, colleges/universities, and various agencies.

The Department offers the following programs in community counseling and related areas:

- Master of Arts in Community Counseling (Major Code: 405*/13.1102), with five concentrations:
  - Addictions Counseling (405B)
  - Body Centered Therapy (405H)
  - Community Counseling, General (405G)
  - Expressive Arts Therapy (405F)
- Graduate Certificate in Addiction Counseling (Major Code: 423A/13.1102)
- Graduate Certificate in Expressive Arts Therapy (Major Code: 425A/13.1102)

In addition, the Department of Human Development and Psychological Counseling offers the Master of Arts in College Student Development, the Master of Arts in Marriage and Family Therapy, and the Master of Arts in Professional School Counseling. These programs are detailed under separate headings in this bulletin. A student proposing to major in any of the degree programs or to seek licensure through the department must be fully admitted as degree seeking.

The Department of Human Development and Psychological Counseling offers the following courses:

- HPC: human development and counseling courses

All courses are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of people from a variety of ethnic, gender, racial, and social class backgrounds.

The department also provides group methods, human relations, and other human development courses at the graduate and undergraduate levels for the Reich College of Education and the University. These courses are valuable for majors in other departments. A course in life and career planning and courses in leadership development are offered for undergraduate students. The department offers a variety of summer institutes to enhance the learning of both graduate students and practitioners seeking continuing education opportunities in human service fields.

In addition, the Community Counseling program and the Graduate Certificate programs include courses offered by other departments as follows:

- FCS: family and consumer sciences courses (see the Family and Consumer Sciences program for course descriptions)
- PSY: psychology courses (see the Psychology – General Experimental program for course descriptions)
- RES: educational research courses (see the School Administration program for course descriptions)
- SOC: sociology courses (see the Gerontology program for course descriptions)

The Master of Arts degree in Community Counseling is designed to meet the need for advanced preparation of counselors and other helping professionals who work in a wide variety of human service agencies, including mental health centers, social agencies, and educational institutions.
service agencies, business and industry and others). In addition to the core curriculum, students can select, in cooperation with their departmental advisor, from a variety of elective courses, which will help meet their individual career objectives. Specialized concentrations are available as listed below including a general concentration for students who choose to design, along with their advisor, their own emphasis.

Accreditation: The master’s degree program in Community Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body. Graduates are immediately eligible to take the examination of the National Board for Certified Counselors, Inc. to become National Certified Counselors.

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN ADDICTION COUNSELING
(425A/13.1102)

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu], including resume and official transcripts for the bachelor’s degree; a completed department of Human Development and Psychological Counseling questionnaire.

Required courses:

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<tr>
<td>HPC 5570</td>
<td>Counseling the Addicted Person</td>
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<tr>
<td>HPC 6570</td>
<td>The Appalachian Addictions Institute</td>
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<td>HPC 5274</td>
<td>Substance Abuse in Family Systems (3 s.h.)</td>
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<tr>
<td>HPC 5710</td>
<td>Helping the Troubled Employee (3 s.h.)</td>
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<tr>
<td>HPC 6770</td>
<td>Current Issues and Special Populations in Addictions Counseling (3 s.h.)</td>
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ADDICTION COUNSELING CERTIFICATE TOTAL .................................................. 12

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN EXPRESSIVE ARTS THERAPY
(425A/13.1102)

Admission Requirements: Baccalaureate degree from an accredited college or university; master’s degree in mental health care or arts therapy field from a professionally accredited college or university or enrollment in a master’s program in the Department of Human Development and Psychological Counseling; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu], including resume and official transcripts for the bachelor’s and master’s degrees; a completed department of Human Development and Psychological Counseling questionnaire.

Required courses:

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<tr>
<td>HPC 5900</td>
<td>Practicum in Counseling (with a focus on expressive arts)</td>
<td>3</td>
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<tr>
<td>HPC 6360</td>
<td>Therapy and the Expressive Arts</td>
<td>3</td>
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<tr>
<td>HPC 6370</td>
<td>Intermodal Expressive Arts</td>
<td>3</td>
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</table>

Choose 9 s.h. from the following courses (or other courses as approved by the Advisor) .......... 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HPC 5860</td>
<td>Dreamwork: Clinical Methods (3 s.h.)</td>
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<tr>
<td>HPC 6160</td>
<td>Gestalt Therapy (3 s.h.)</td>
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<tr>
<td>HPC 6350</td>
<td>Body/Mind (3 s.h.)</td>
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<tr>
<td>MUS 5006</td>
<td>Philosophy of Music (3 s.h.)</td>
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</tbody>
</table>

EXPRESSIVE ARTS THERAPY CERTIFICATE TOTAL............................................ 18

Master Of Arts Program Requirements/Options: The basic requirements for the program are listed below. In addition to the curriculum listed under each program, these eight items apply to the College Student Development, Community Counseling, Marriage and Family Therapy, and Professional School Counseling programs.

9. A first master’s degree in Community Counseling (non-thesis option) requires completion of a minimum of 60 semester hours of approved courses. A first master’s degree in College Student Development (non-thesis option), Marriage and Family Therapy, and Professional School Counseling requires completion of a minimum of 48 semester hours of approved courses.

10. A thesis option requires a minimum of 38 semester hours of approved course work plus thesis hours (4 s.h.) = 42 s.h.
total except the Community Counseling program which requires a minimum of 50 s.h. of approved course work plus thesis hours (4 s.h.) = 54 s.h. total. The thesis option for Marriage and Family Therapy requires a minimum of 48 semester hours of approved course work plus thesis hours (4 s.h.) = 52 total hours.

11. A second master’s degree requires meeting all program course requirements with a minimum of 36 semester hours.

12. Students in CACREP approved programs in the department must meet for a minimum of 10 clock hours in a planned group activity intended to provide direct experiences as a participant in a small group. This requirement is met during HPC 5790 and/or HPC 6720.

13. On an individual basis, students may be required to receive professional counseling to aid them in their personal growth.

14. The Handbook of Policies and Procedures available in the HPC office provides information on liability insurance, academic appeals, retention policy, personal endorsement policy, admissions policies, and placement services.

15. Permission forms to take practica and internships are available in the HPC office and must be completed prior to registration.

16. Applicants for programs in College Student Development, Marriage and Family Therapy, and Professional School Counseling are required to take the Graduate Record Exam (GRE) and have an interview, which can be conducted by telephone if the applicant cannot visit campus. The program in Community Counseling requires the Graduate Record Exam (GRE).

The Expressive Arts Therapy concentration in the Community Counseling MA program qualifies for Academic Common Market status, and students from the southeastern states outside of North Carolina may qualify for a reduction to in-state tuition. Currently, the Expressive Arts Therapy concentration in the Community Counseling program is open in the following states: Delaware, Georgia, and Tennessee. Students should contact their home state’s ACM coordinator to request consideration. The complete list of coordinators is available on the Southern Regional Education Board website: http://www.sreb.org.
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN COMMUNITY COUNSELING (Major Code: 405*/13.1102)

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; a completed department of Human Development and Psychological Counseling questionnaire.

Basic Criteria for Consideration: GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE scores from ETS. OR Cumulative GPA or last 60 hours GPA below 3.0 but above 2.70, and official GRE Verbal plus Quantitative (or Analytical if available) score of 800. The GRE Writing test will be considered, but no minimum score has been established.

Hours: 54 semester hours with thesis; 60 without thesis

Location: On Campus and Off Campus; Off campus cohorts begin periodically; please contact the Office of Extension and Distance Education for information (http://www.ext-dl.appstate.edu).

Required Courses: (39 s.h.) **See the note at the end of this program listing regarding prerequisites

- RES 5000 Research Methods .................................................. 3
- HPC 5110 Multicultural Counseling ..................................... 3
- HPC 5120 Introduction to Community Counseling ................. 3
- HPC 5140 Psychological and Educational Testing ................. 3
- HPC 5210 Life and Career Planning ..................................... 3
- HPC 5220 Counseling Theory and Techniques ..................... 3
- HPC 5752 Legal and Ethical Issues in Community Counseling ...... 3
- HPC 5790 Group Methods and Processes ............................. 3
- HPC 5900 Practicum in Counseling ................................... 3
- HPC 6120 Developmental Assessment and Diagnosis in Community Counseling .......... 3
- HPC 6451 Community Counseling Seminar ......................... 3
- HPC 6900 Internship in Community Counseling ................. 6

(REQUIRED HOURS) ................................................................... 39

Concentrations: (CHOOSE ONE) (9 s.h.)

ADDCITIONS COUNSELING CONCENTRATION (405B)
The North Carolina Substance Abuse Professional Certification Board exempts graduates with an addictions counseling concentration (4addictions courses plus internship) from 18 months of the 36 months experience requirement.

- HPC 5560 The Addictive Process ....................................... 3
- HPC 5570 Counseling the Addicted Person ........................... 3

Choose one of the following courses. ..................................... 3

- HPC 5274 Substance Abuse in Family Systems (3 s.h.)
- HPC 5710 Helping the Troubled Employee (3 s.h.)
- HPC 6570 The Appalachian Addictions Institute (3 s.h.)
- HPC 6770 Current Issues and Special Populations in Addictions Counseling (3 s.h.)

BODY CENTERED THERAPY CONCENTRATION (405H)

- HPC 5870 Creative Process, Movement and Therapy .......... 3
- HPC 6350 Body/Mind ......................................................... 3

Electives (3 s.h. required - SEE ELECTIVES LIST BELOW*) .... 3

COMMUNITY COUNSELING, GENERAL CONCENTRATION (405G)

This is a specialized concentration that is available for students who choose to design, along with their graduate advisor, their own emphasis in community counseling. An individualized emphasis may be designed around a student’s specific interest.

Electives (9 s.h. required - SEE ELECTIVES LIST BELOW*) ........ 9
EXPRESSIVE ARTS THERAPY CONCENTRATION (405F)

HPC 6360  Therapy and the Expressive Arts................................................. 3
HPC 6370  Intermodal Expressive Arts......................................................... 3
Choose one of the following courses:................................................................. 3
ANT 5410  Qualitative Research Methods (3 s.h.)
HPC 5531  Selected Topics: Summer Institute: Expressive Arts in Counseling (3 s.h.)
HPC 5535  Selected Topics: Summer Institute: The Use of Creative and Expressive Arts with Children and Adolescents (3 s.h.)
HPC 5860  Dreamwork: Clinical Methods (3 s.h.)
HPC 5870  Creative Process, Movement and Therapy (3 s.h.)
HPC 6160  Gestalt Therapy (3 s.h.)
HPC 6340  Ecotherapy (3 s.h.)
HPC 6350  Body/Mind (3 s.h.)
HPC 6380  Therapeutic Writing (3 s.h.)
HPC 6390  Current Issues in Expressive Arts Therapy (3 s.h.)
MUS 5006  Philosophy of Music (3 s.h.)

MARRIAGE AND FAMILY COUNSELING CONCENTRATION (405E)

The Marriage and Family Counseling concentration is not designed to meet clinical membership requirements of the American Association for Marriage and Family Therapy (AAMFT) or licensure in North Carolina as a marriage and family therapist. The program designed to meet these requirements is described in the bulletin under Marriage and Family Therapy.

HPC 5270  Theories of Marriage and Family Therapy I.................................. 3
Choose two of the following courses................................................................. 6
HPC 5271  Theories of Marriage and Family Therapy II (3 s.h.)
HPC 5272  Family Development and Therapy (3 s.h.)
HPC 5273  Mediation and Divorce Therapy (3 s.h.)
HPC 5274  Substance Abuse in Family Systems (3 s.h.)
HPC 5275  Systemic Family Therapy Institute (3 s.h.)
HPC 6270  Marriage and Family Counseling: Clinical Issues (3 s.h.)
HPC 6271  Theories of Marriage and Family Therapy III (3 s.h.)
HPC 6710  Human Sexuality (3 s.h.)
HPC 6730  Sexual Abuse Counseling (3 s.h.)

CONCENTRATION TOTAL ............................................................................. 9

Thesis Options: (CHOOSE ONE)

WITH THESIS
HPC 5999  Thesis......................................................................................... 4
Electives (2 s.h. required - SEE ELECTIVES LIST BELOW*)............................ 2

WITHOUT THESIS
Electives (12 s.h. required - SEE ELECTIVES LIST BELOW*)........................... 12

THESIS OPTIONS HOURS ............................................................................. 6 or 12

TOTAL HOURS FOR MA DEGREE......................................................... 54 (with thesis)
or 60 (without thesis)

*LIST OF SUGGESTED ELECTIVES: The total number of elective hours depends on the selected concentration above. Students may take other graduate courses as electives (with the advice and the approval of the student’s graduate advisor) provided that: a) they have taken any necessary prerequisite for the course, and b) the course is consistent with the student’s interests and career goals. The following suggested electives are seen as being particularly relevant for a “typical” student.

HPC 5130  Women’s Issues in Counseling (3 s.h.)
HPC 5680  Counseling the Aging (3 s.h.)
HPC 5850  Theory and Practice of Reality Therapy (3 s.h.)
HPC 5860  Dreamwork: Clinical Methods (3 s.h.)
HPC 6160  Gestalt Therapy (3 s.h.)
HPC 6350  Body/Mind (3 s.h.)
COMMUNITY COUNSELING

HPC 6360 Therapy and the Expressive Arts (3 s.h.)
HPC 6370 Intermodal Expressive Arts (3 s.h.)
HPC 6730 Sexual Abuse Counseling (3 s.h.)
PSY 5565 Adolescent Psychology (3 s.h.)

Thesis: Optional
Proficiency: None required
Comprehensive: Required - Students should take the required courses (excluding the Internship) prior to taking the comprehensive exam.
Product of Learning: None required

NOTES: Reminders for ALL concentrations in the M.A. degree in Community Counseling:
1. Prerequisites: Students should pay particular attention to the prerequisites listed in each course description; the curriculum is carefully structured to ensure that students have the necessary prerequisite knowledge before enrolling in courses.
2. It is the student’s responsibility to develop a written plan of study with her/his advisor after completing 9 hours. In planning this program, students should take the required courses (excluding Internship) prior to taking the comprehensive exam.
3. Internship: The internship (HPC 6900) is designed to be a full-time learning experience (600 clock hours) in an agency setting. These placements are arranged through consultation with the student’s advisor and in most cases will be with agencies outside of the immediate Boone area. Students employed in agency settings may, with permission, complete their internship within the context of their work setting.
4. Students should preregister to insure their places in the courses they select.
5. National Accreditation: This program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and, thus, graduates are immediately eligible to take the examination to become a National Certified Counselor (NCC). Graduates of this program with appropriate experience will be eligible to take an examination given by the National Academy of Clinical Mental Health Counselors. Successful completion of the examination will qualify the individual to become a Certified Clinical Mental Health Counselor.

GRADUATE COURSES IN HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING (HPC)

HPC 5000. Internship in Public Schools/(1-9).On Demand. Designed for school counselor graduate students who do not possess an “A” teaching license and who must have an extended internship in a public school setting prior to obtaining an “M” license. Each internship is arranged and coordinated on an individual basis consistent with state policies. This course will be limited to students accepted into the school counselor program and the course credit will not count toward the graduate degree. Graded on an S/U basis. [Dual-listed with HPC 4900.]

HPC 5100. Counseling Techniques for Teachers of Young Adolescents/(3).On Demand. Acquaint teachers of early adolescents with appropriate counseling techniques, interactional processes, and resource materials.

HPC 5110. Multicultural Counseling/(3).S. An exploration of counseling issues related to a culturally diverse client population.

HPC 5120. Introduction to Community Counseling/(3).F. An introduction to the issues, functions and scope of the work being done in various human service agencies. Helping approaches with selected client populations and related professional concerns will be examined. Prerequisite: for community counseling majors only.

HPC 5130. Women’s Issues in Counseling/(3).S.Even-numbered years. Based on study of historical, social, multicultural, and familial influences on the development of women, this course addresses counseling issues related to women’s identity, self-esteem and relationships.

HPC 5140. Psychological and Educational Testing/(3).F;S. A study of representative psychological and educational tests/inventories including the rationale which underlies testing.
COMMUNITY COUNSELING

HPC 5190. Helping Skills in Student Affairs Practice/(3).S. An introduction and overview to the role of the student affairs educator as a facilitator of individual and group development. Methods of helping, group facilitation skills, and leading and managing groups appropriate to student affairs functions will be developed.

HPC 5210. Life and Career Planning/(3).F;S;SS. Assists counselors and others in various work settings to attain knowledge and skills essential in helping individuals to consider possible careers and life style options. Approaches to career development, sources of informational materials, and the life planning needs of particular clientele are emphasized.

HPC 5220. Counseling Theory and Techniques/(3).F;S. Several selected theories of counseling will be studied in depth, emphasizing primary sources. Other theories will be studied, giving breadth to this area of knowledge. Interrelationships of personality development, learning and “problems” will be stressed.

HPC 5270. Theories of Marriage and Family Therapy I/(3).F. A study from the systemic perspective of the historical development, theoretical and empirical foundations, and current issues in marriage and family therapy. Major models of marriage, couple and family therapy are surveyed.

HPC 5271. Theories of Marriage and Family Therapy II/(3).S. A study of a selected number of theories concerning marriage and family therapy. Class will involve role play, group discussion, and demonstration of marriage and family therapy. Prerequisite: HPC 5270.

HPC 5272. Family Development and Therapy/(3).S. An introduction to a variety of systemic theories of family. Emphasis will be given to clinical issues of family development as they pertain to family therapy.

HPC 5273. Mediation and Divorce Therapy/(3).F. Even-numbered years. Recognizing divorce as a frequent phenomenon in families, this course is designed to study the history, effects, and re-growth as a result of divorce. In addition to a review of current literature, there will be a concentration on pertinent, long-term studies of divorces, and the results and effects on children, as well as viewing proposed models of mediation and therapy for persons who choose to pursue such assistance.

HPC 5274. Substance Abuse in Family Systems/(3).S. Even-numbered years. An examination of the range of substance abuse issues impacting the family system. Topics will include etiology of substance abuse and addiction within the family, impact upon members of the system and its dynamics, intervention and treatment approaches, and long-term recovery issues. Special attention will be given to the topics of co-dependency and core issues of adult children of dysfunctional families. Prerequisites: HPC 5270, SOC 5570/HPC 5560, or permission of the instructor.

HPC 5275. Systemic Family Therapy Institute/(3-9).SS. Variable content. Barring duplication, a student may repeat the course and earn up to a total of nine semester hours. This annual summer institute is designed to provide graduate students and working professionals with an opportunity for in-depth exploration of cutting-edge topics within the marriage and family therapy field. Graded on an S/U basis.

HPC 5310. Introduction to Professional School Counseling/(3).F. The study of comprehensive, developmental school counseling programs; appropriate counselor roles (counseling, coordination, and consultation); and methods of providing services to students, families, and school personnel within a collaborative framework.

HPC 5315. Elementary/Middle Grades School Counseling/(3).On Demand. Designed primarily for counselors who plan to work or are currently working in elementary or middle grades settings. Emphasis is given to philosophy and organization; the role and functions of elementary and middle grades counselors; components of comprehensive elementary and middle grades school counseling programs; and special issues related to theory and practice of working with children and adolescents.

HPC 5340. Research in College Student Development and Student Affairs Practice/(3).S. This introductory research course is designed to provide opportunities to review, evaluate, conduct and disseminate educational research related to the practice of Student Affairs. This course is a prerequisite for HPC 6330.

HPC 5380. College Students and Their Environments/(3).F. A study of characteristics, needs, and goals of college students, including selected populations; appraisal and effect of college environments and other socio-cultural factors on students; and implications for Student Affairs Practice.
HPC 5410. Introduction to Student Affairs/(3).F. An introduction and overview of student affairs functions within institutions of higher education emphasizing the history, student affairs programming models, professional standards and ethics in professional conduct, professional associations, organizational models and staffing patterns, and issues and trends in student affairs practice.


HPC 5530-5549. Selected Topics/(1-4).On Demand. Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course.

HPC 5560. The Addictive Process/(3).F;S. An examination of sociological and psychological contributions to alcohol and drug addiction and abuse in our society. The addictive process and its impact on the individual and society are described, as well as treatment and preventive program efforts. Students will also examine their own feelings and attitudes about alcohol and drug use and abuse. (Same as SOC 5570.) [Dual-listed with HPC 4570.]

HPC 5570. Counseling the Addicted Person/(3).F. An in-depth study of the various intervention and therapeutic models utilized with addicted clients, including individual, group, and family counseling approaches. Unique aspects, demands, and imperatives of the addiction vis-a-vis the helping relationship are discussed. Prerequisite: HPC 5560.

HPC 5680. Counseling the Aging/(3).F. Even-numbered years. This course is designed to aid graduate students interested in gerontology to understand and appreciate aging as a lifelong process. Emphasis is also given to various effects of aging-physiological, psychological, financial, etc. Counseling strategies and understanding family dynamics pertaining to aging will also be studied.

HPC 5700. Teaching Sex Education Within a Family Context/(3).F. This course is designed to help health educators learn and develop strategies for teaching family living and sexuality to different age groups such as elementary, middle grades, secondary and adults. Topics to be included are reproductive anatomy, physiology, STD and AIDS, varying cultural differences, and gaining community support. Each student will be responsible for developing appropriate curricula materials for the age group she/he will be teaching. (Same as HED 5710.) [Dual-listed with HPC 4710.]

HPC 5710. Helping the Troubled Employee/(3).On Demand. An introduction to employee assistance programming in a wide variety of settings. Historical development, current issues and trends, program structure, implementation, administration and evaluation are stressed. Visiting practitioners, student projects, and field trips will emphasize practical skills development in this helping model based in the work setting.

HPC 5751. Ethics and Law in Professional Practice/(3).S. A study of current legal and ethical issues confronting the college student development specialist or counselor in practice. Topics include authority and environment of ethics and law, ethical decision analysis, and topical issues such as student safety, liability, confidentiality, privacy, libel and slander, due process, and other related ethical and legal concepts. The course goal is to provide future practitioners with a working knowledge of ethical and legal issues so as to inform good practice.

HPC 5752. Legal and Ethical Issues in Community Counseling/(3).S. A study of legal and ethical issues confronting community agency, mental health and rehabilitation counselors. Topics include moral reasoning, tort liability, confidentiality, privacy, libel, slander, due process, federal and state rules, regulations, and statutes, and other important concepts and actions resulting in legal and ethical questions. Prerequisites: HPC 5120; for community counseling majors only.

HPC 5753. Legal and Ethical Issues in Marriage and Family Therapy/(3).F. A contextual study of legal and ethical issues related to the profession of marriage and family therapy. Topics include professional identity, scope of practice, professional organizations, licensure, ethical codes, confidentiality, legal responsibility and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

HPC 5754. Legal and Ethical Issues in Professional School Counseling/(3).S. An exploration of ethical and legal standards, and applications specific to professional school counseling. General topics will include the ethical decision-making process, confidentiality, privileged communication, informed consent, duty to warn, dual relationships, record keeping, parental rights, the rights of minors, testifying in court, and testing. Special topics and the needs of special populations will be examined.
HPC 5790. Group Methods and Processes/(3).F:S. A study of group dynamics, experimentation in groups, leadership roles, and applicability to other settings. [Dual-listed with HPC 4790.]

HPC 5820. College Student Development Theories I/(3).F. This course provides an overview of the cognitive theories of student development. Particular emphasis will be placed on utilizing theory to understand and describe student learning, human behavior and development over the life span. The course includes cognitive and moral development theories. A multicultural focus will be included in the study of these theories. This course is a prerequisite for HPC 5821.

HPC 5821. College Student Development Theories II/(3).S. This course provides an overview of the psychosocial theories of student development. Particular emphasis will be placed on utilizing theory to understand and describe student learning, human behavior and development over the life span. The course includes psychosocial and identity theories. A multicultural focus will be included in the study of these theories. Prerequisite: HPC 5820.

HPC 5840. Human Relations and Interaction/(3).F:S. Examines the key elements in effective interpersonal communication. Students will be exposed to one or more human relations models that are designed to improve their communication skills. Emphasis will be given to applying constructive methods of human relations in a variety of settings including business, schools, and social service agencies. [Dual-listed with HPC 4840.]

HPC 5850. Theory and Practice of Reality Therapy/(3).On Demand. A basic course introducing the theory and practice of Reality Therapy in a variety of therapeutic settings. Emphasis will be placed on the principles and implications of control theory, including the fundamentals of the practice of Reality Therapy, and its relationship to the cycle of counseling.

HPC 5860. Dreamwork: Clinical Methods/(3).F. An in-depth study of dreamwork as a clinical method, including theoretical approaches to dreams, clinical issues and current trends, and cross-cultural perspectives on the role of dreams, myths, and symbols in psychological healing.

HPC 5870. Creative Process, Movement, and Therapy/(3).S.Odd-numbered years. An examination of body awareness, creative expression, and movement in therapy. Particular attention will be paid to the concept of creative process and how it relates to human development, personality integration, and healing. [Dual-listed with DAN 4870.]

HPC 5900. Practicum/(1-9).F:S. Practica are available in the areas given below according to the chosen curriculum. Some practicums may be repeated for additional credit when there is space and upon approval of the advisor and the departmental chair. Graded on an S/U basis.

- **Practicum in Counseling:** An in-depth study of the counseling and therapeutic process and the nature of the counseling relationship. These factors will be examined in relationship to the application of basic theoretical principles. Prerequisites: HPC 5220, specific program requirements, and prior approval of the departmental chair.
- **Practicum in College Student Development:** An opportunity for on-the-job observation and limited practice in at least two student development functions/offices either on the ASU campus or in another area post-secondary institution. Open only to student development majors. Prior approval of the departmental chair.
- **Practicum in Group Leadership:** Supervised practice in group leadership. Prerequisites: HPC 5790, HPC 6720, and prior approval of the departmental chair.

HPC 5989. Graduate Research/(1-9).F:S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. HPC 5989 does not count toward a degree.


HPC 6120. Development Assessment and Diagnosis in Community Counseling/(3).S. An in-depth and critical examination of developmental assessment and diagnosis in a variety of community counseling settings. Specific attention will be given to the interface of the assessment and diagnostic process, the sociocultural context of individuals, and an understanding of basic psychopharmacology within a developmental and humanistic framework. Prerequisites: HPC 5120; for community counseling majors only.

HPC 6160. Gestalt Therapy/(3).S.Even-numbered years. An examination of the Gestalt Therapy model. The course combines experiential and conceptual approaches. Emphasis is placed on developing personal and unique styles of interventions within the framework of Gestalt Therapy.
HPC 6162. Systemic Gestalt Therapy/(3).SS. An advanced course which focuses on the application of gestalt concepts within a systemic model. Prerequisite: HPC 6160 or permission of the instructor. Graded on an S/U basis.

HPC 6270. Marriage and Family Counseling: Clinical Issues/(3).F. An examination of basic issues and special problems in the therapeutic intervention in families. Prerequisite: HPC 5270.

HPC 6271. Theories of Marriage and Family Therapy III/(3).SS. A comprehensive survey of major models of marriage and family therapy with emphasis on the relationship of theory to practice.

HPC 6272. Marital and Couples Therapy/(3).F. This seminar examines key issues associated with effective marital and couples therapy. Emphasis is given to an overview of fundamental theoretical models of intimate relationships and models for effecting healing and growth in such relationships.

HPC 6280. Assessment and Diagnosis in Marriage and Family Therapy/(3).SS. A seminar designed to provide a background in diagnosis and assessment including skills necessary to conduct a relational assessment interview, as well as the development of assessment skills through the use of family sculpture, family genogram, role play, and exercises. Prerequisite: HPC 5271 or permission of the instructor.

HPC 6290. Child and Adolescent Therapy/(3).S. The application of child development and counseling theories to the practice of counseling children and adolescents. Focus will be on clinical practice, diagnostic skills, play and art therapy, family systems interventions, parent training programs, and behavioral interventions.

HPC 6330. Assessment and Program Evaluation in Student Affairs/(3).F. The focus will be on assessing outcomes of enrollment in post-secondary institutions, assessment methodologies used for exploring student outcomes, systematic program evaluation, and the application of student development theory to practice. Prerequisite: HPC 5340.

HPC 6340. Ecotherapy/(3).F. Even-numbered years. This course will examine emerging paradigms in psychology and counseling in systems theory, the nature of consciousness, and ecopsychology.

HPC 6350. Body/Mind/(3).S. A study of the interrelationship of physical and mental functioning as it pertains to counseling, including the mind/body problem as a systematic issue in psychology, exploration of the current resurgence of interest in mind/body functioning relative to total well-being, and an overview of current uses of mind/body experiences as therapeutic techniques.

HPC 6360. Therapy and the Expressive Arts/(3).F. Even-numbered years. An examination of the relationship between artistic expression and individual mental health. Theories and techniques of various arts therapies will be studied relative to diagnosis and treatment as well as to personality integration and personal growth.

HPC 6370. Intermodal Expressive Arts/(3).F. An examination of theories, techniques, and functions of psychotherapeutic approaches using intermodal expressive arts, emphasizing cross-cultural contexts of creative expression and human development.

HPC 6380. Therapeutic Writing/(3).F. An exploration of writing and the therapeutic process. Students will experience a variety of methods in using the written word to enhance client change as well as for self-care for the therapist.


HPC 6410. Student Development Administration/(3).F. An overview of organizational theories, management, and administration in student development practice, including budget and finance, governance and policy making, organizational change processes, process consultation, administrative uses of computers, and human resource development. Prerequisite: HPC 5410.

HPC 6451. Community Counseling Seminar/(3).F. An examination of current issues and trends in mental health, agency and rehabilitation counseling focusing on the transition from clinical trainee to entry level practitioner in areas such as psychosocial assessment, prevention/education/intervention techniques, administration of programs, and supervision. Prerequisites: HPC 5120, HPC 5220, HPC 5752, HPC 5790, HPC 5900 (Practicum in Counseling) or concurrently enrolled; for community counseling majors only.
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HPC 6452. Seminar in Professional School Counseling/(3).SS. This course is designed to provide opportunities for students to further develop knowledge and skills in order to deliver a comprehensive and developmental school counseling program. A wide variety of topics currently addressed in professional school counseling literature will be studied. Prerequisite: HPC 5310.


HPC 6530-6549. Selected Topics/(1-4).On Demand.

HPC 6570. The Appalachian Addictions Institute/(3-9).SS. Variable content. Barring duplication, a student may repeat the course and earn up to a total of nine semester hours. This annual summer institute is designed to provide graduate students and working professionals with an opportunity for in-depth exploration of cutting-edge, clinical issues and topics within the addictions field. Graded on an S/U basis.

HPC 6620. School-Based Consultation/(3).S;SS. For school psychologists, counselors and other human service personnel in various fields who deal with parents and/or teachers in a consultative and educational capacity. The course will include a review of consultation models and theories of both a group and triadic nature. It will also provide an opportunity for role play which reflects actual consulting situations. Emphasis will be placed on concerns related to academic deficit, behavioral problems in the school and home, and family stress. (Same as PSY 6620.)

HPC 6710. Human Sexuality/(3).S. Classical and contemporary theories of sexual identity and behavior, family planning, reproduction, emotionality, intimacy, and values are studied. Special attention is given to the work of Kinsey, Hooker, and Masters and Johnson, and most recent researchers. Attention is given to futurity, especially as it pertains to current practices and values regarding family planning, general health, sexuality and one's self-esteem. Counseling strategies will be considered pertaining to many currently reported sexual dysfunctions such as impotence, premature ejaculation and lack of sexual response.

HPC 6720. Group Counseling/Therapy/(3).F;S. Theory and practice of group counseling/therapy, including group process, leadership style, and outcome. Prerequisite: HPC 5790 or equivalent.

HPC 6730. Sexual Abuse Counseling/(3).S. An in-depth examination of the subject of sexual abuse counseling. The course provides an overview of the issues involved in sexual abuse and relates these to the assessment and treatment processes used by counselors and other helping professionals.

HPC 6750. College Student Development Institute/(3-9).SS. This annual summer institute is designed to allow college administrators, counselors, instructors, other student development personnel, and graduate students to consider a variety of issues facing students and student development specialists. There is variable content each summer with the theme and topics reflecting current issues and needs. Barring duplication, a student may repeat the course and earn up to a total of nine semester hours. Graded on an S/U basis.

HPC 6770. Current Issues and Special Populations in Addictions Counseling/(3).S. Even-numbered years. Current issues in the addictions field as they impact both counselors and their clients are addressed. Both practical and theoretical orientations of working with addicted clients are discussed. An emphasis is placed in the course on working with rural and minority clients.

HPC 6900. Internship/(1-18).F;S. Advanced students in counselor education will have supervised experiences in specific functions of the counselor education field in a public school system, post-secondary institution, or other appropriate agency. In addition to those listed below, other specific experiences will be developed and approved by the student and the student’s advisory committee. May be taken up to a total of eighteen semester hours with permission of the departmental chair. Graded on an S/U basis. Prerequisite: prior approval of the departmental chair.

- **Internship in Professional School Counseling:** Practice in the application of skills used in counseling elementary/middle/secondary school youth. Setting to be decided upon in consultation with the internship supervisor. A minimum of 600 clock hours of work (full-time) as a counselor in the school will be required. Graded on an S/U basis. Prerequisites: HPC 5140, HPC 5210, HPC 5220, HPC 5310, HPC 5754, HPC 5790, HPC 5900, HPC 6620/PSY 6620, and approval of the departmental chair.

- **Internship in Community Counseling:** On-the-job experience will be emphasized through placement of students in appropriate human service agencies. Includes practice in the counseling and other helping skills used in various agencies. Available primarily for Community Counseling majors. Graded on an S/U basis. Prerequisites:
HPC 5120, HPC 5220, HPC 5752, HPC 5790, HPC 5900 (Practicum in Counseling), HPC 6120, HPC 6451 or concurrently enrolled and prior approval of the departmental chair; for community counseling majors only.

- **Internship in College Student Development**: On-the-job experience will be emphasized through placement of students in specific student development functions/offices either on the ASU campus or in another area post-secondary institution. Available primarily for college student development majors. Graded on an S/U basis. Prerequisites: HPC 5410, HPC 5900 (Practicum in College Student Development) and/or HPC 5900 (Practicum in Counseling), and prior approval of the departmental chair.

- **Internship in Marriage and Family Therapy/(3+3+6).F;S;SS.**: Supervised practice in the application of skills used in systemic individual, couple and family therapy. Open only to marriage and family therapy majors. Graded on an S/U basis. Prior approval of the departmental chair.
The Department of Computer Information Systems offers a graduate certificate in Computer Information Systems (310A/52.1201) and course work at the graduate level in support of the Walker College of Business degree programs.

Courses in the following disciplines are offered through the Department of Computer Information Systems:

- **CIS:** computer information systems courses

Prerequisite to enrollment in a graduate course offered by the Department of Computer Information Systems is admission to a graduate program of study, admission to a graduate certificate program, or permission of the instructor and the departmental chair. In addition, enrollment in MBA courses requires permission of the MBA Program Director. A non-degree student must obtain permission from the Graduate School to enroll in 5000-level courses.

The Graduate Certificate in Information Systems is intended for two particular audiences: MBA students seeking a concentration in Information Systems and college graduates returning to school to re-tool for a new career path in Information Systems. The certificate is not intended for students who are pursuing or have completed any degree with a significant concentration in information technology, such as information systems or computer science.

Students may be advised to take selected undergraduate information systems coursework prior to admission as preparation for graduate-level study in the certificate program.

**PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN COMPUTER INFORMATION SYSTEMS (310A/52.1201)**

**Admission Requirements:** Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu](http://www.graduate.appstate.edu), including resume, official GMAT scores, and official transcripts for the baccalaureate degree.

**Hours:** 18 semester hours  
**Location:** On campus

**Basic Criteria for Consideration:** GMAT + (200 X GPA in last 60 hours) = 1050

**Program of Study:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CIS 5120</td>
<td>Systems Development Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CIS 5130</td>
<td>Applications Development with Visual Basic</td>
<td>3</td>
</tr>
<tr>
<td>CIS 5350</td>
<td>Advanced Database Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CIS 5580</td>
<td>Data Communication &amp; Networking</td>
<td>3</td>
</tr>
<tr>
<td>CIS/MBA 5210</td>
<td>Information Technology for Business (3 s.h.)</td>
<td>3</td>
</tr>
<tr>
<td>CIS 5250</td>
<td>Issues In E-Business (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CIS 5280</td>
<td>Systems Management (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CIS 5300</td>
<td>Managing Information Technology (3 s.h.)</td>
<td></td>
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<tr>
<td>CIS 5500</td>
<td>Independent Study (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CIS 5530-5549</td>
<td>Selected Topics (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CIS 5585</td>
<td>Advanced Data Communication and Networking (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CIS 5610</td>
<td>Issues in Global/International Information Technology (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CIS 5650</td>
<td>Advanced Systems Design (3 s.h.)</td>
<td></td>
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</tbody>
</table>

**TOTAL HOURS FOR THE CERTIFICATE** ............................................ 18
CIS 5010. Microcomputer Concepts and Applications/(3). On Demand. This course surveys microcomputer hardware and software with emphasis on the relationship of microcomputers in an organizational role. Methodologies of evaluating hardware and software to fulfill organizational needs will be examined. Practicums utilizing available software packages and hardware will be developed. Prerequisite: admission to a COB Graduate Program or permission of the departmental chair.

CIS 5100. Management Information System/(3). On Demand. A study of the methods and procedures of computerized information systems and how they should be used to create viable management information systems. Includes administrative uses and limitations of information systems in a company. Measures of information system effectiveness, documentation procedures, data security, legal implications and personnel requirements as well as system configurations and software are included. Prerequisite: admission to the MBA Program, Graduate CIS Certificate Program or other graduate programs or by permission of the chair of the CIS Department.

CIS 5120. Systems Development Methods/(3). On Demand. This course examines the concepts, issues and methodologies used to develop systems that will meet the information needs of contemporary organizations operating in the information age. A CASE tool is used to familiarize students with computer supported design techniques used to develop and implement the complex information systems required by successful organizations. Prerequisite: admission to the MBA Program, Graduate CIS Certificate Program or other graduate programs or by permission of the chair of the CIS Department.

CIS 5130. Applications Development Using Visual BASIC/(3). F;S. In this course, the student will learn to develop business applications in the event-driven GUI-oriented Windows environment using Visual BASIC. Emphasis is placed on data handling, interface design, and proper development and programming techniques. Prerequisite: admission to the MBA Program, Graduate CIS Certificate Program or other graduate programs or by permission of the chair of the CIS Department.

CIS 5250. Issues in E-Business/(3). On Demand. This course examines the concepts and issues associated with using the technologies and processes of electronic commerce to facilitate the operational success of a contemporary organization. Through extensive use of the Internet, students will gain direct experience with the promise, problems and potential of using information technology and electronic commerce in individual and organizational endeavors. Prerequisite: admission to the MBA Program, Graduate CIS Certificate Program or other graduate programs or by permission of the chair of the CIS Department.

CIS 5280. Systems Management/(3). On Demand. Introduction to General Systems Theory and its application to the analysis, design, and operation of information systems. Emphasis will be placed on the design and management of information technology, cybernetics, real-time systems, models and simulations, and man-machine systems. Prerequisite: admission to the MBA Program, Graduate CIS Certificate Program or other graduate programs or by permission of the chair of the CIS Department.

CIS 5300. Managing Information Technology/(3). On Demand. A seminar course providing a broad overview of the information systems management function. Emphasis on information systems management, with particular attention on planning, organizing, and controlling user services and managing the computer information systems development process. Prerequisite: admission to the MBA Program, Graduate CIS Certificate Program or other graduate programs or by permission of the chair of the CIS Department.

CIS 5350. Advanced Database Concepts/(3). On Demand. Investigation and application of advanced database concepts including Database Administration, database technology and selection and acquisition of database management systems. In-depth practicum in data modeling and system development in a database environment will be emphasized utilizing both mainframe and micros. Prerequisite: CIS 4790 or equivalent.

CIS 5500. Independent Study/(1-4). F;S.

CIS 5530-5549. Selected Topics/(1-4). F;S.

CIS 5580. Data Communications and Networking/(3). F;S. This course is designed to provide the student with the basic concepts of data communications and networks. Emphasis will be on the technical and the theoretical skills of data
CIS 5585. Advanced Data Communications & Networking/(4).F;S. This course is a continuation of CIS 5280 and explores advanced topics in data communications and networking. It encompasses parts 3 and 4 of the CCNA (Cisco Certified Network Associate) certification and, upon successful completion, allows students to take the CCNA certification exam. Prerequisite: CIS 5280.

CIS 5610. Global Information Technologies/(3).On Demand. This course presents students with the concepts and issues inherent in global information technology. The course examines the issues associated with using technology in a global environment, how global systems are developed, how culture, language, etc. impact systems and their development, outsourcing, strategies for global systems development and use, and issues facing Far East, European, Latin America, and Third World countries. Prerequisite: graduate status.

CIS 5620. IS Strategy, Policy, and Governance/(3).On Demand. This course examines how to effectively lead an information systems organization. Chief Information Officers are tasked to take part in determining corporate strategy based on information technology and its potential role in corporate objectives - while determining the IS (Information System) strategy to most effectively implement the corporate strategy in terms of information technology, IS personnel, data, and telecommunications. That IS strategy will also be implemented in terms of an IS policy, and then executed as IS governance. IS governance will include personnel issues, legal and financial obligations, data privacy and security, vendor relations, and business unit liaison.

CIS 5630. Advanced Data Management/(3).On Demand. Data mining is a broad area dealing with the analysis of a large volume of data that integrates techniques from several fields including machine learning, statistics, pattern recognition, artificial intelligence, and database systems. Data mining is a rapidly growing field that supports decision-making by detecting patterns, devising rules, identifying new decision alternatives and making predictions about the future. The course objective is to present the leading data mining methods and their application to real-world problems. The course is organized around a number of well-defined data mining tasks such as description, classifications, estimation, predictions, and affinity grouping and clustering. The topics covered include: introduction to knowledge discovery in the databases (KDD), statistical methods, emerging modeling techniques such as neural networks, and others.

CIS 5680. Developing Software Solutions/(3).On Demand. This course focuses on the building of software systems including programming, logic, managing operating systems, and configuring large information systems, such as enterprise resource planning (ERP) systems. In this course, students will use a popular software package to build a working programming interface to solve business problems.

CIS 5710. e-Business Systems/(3).On Demand. This seminar course discusses e-business issues that are current, applicable, relevant, and interesting. Students are expected to develop and execute a team project throughout the course. Relevant areas of e-business studied will include: electronic commerce, personalization management systems, content management systems, customer relations management systems, and community systems. This course ties together concepts from different areas of management and the economic, behavioral, functional and technical aspects of information systems.

CIS 5720. Advanced Internet Technologies/(3).On Demand. In this course, students will have the opportunity to learn the technologies that are commonly used to develop e-business. These enabling technologies include ASP.NET, VB Script, Java2EE, XML, Web Service, XHTML, DHTML, Java Script, JSP, among others. The technologies that this course incorporates may change based upon current industry trends. This course concentrates on the skills to use these technologies and the business processes that drive Internet development, so that students are able to develop a robust, reliable, functional, and secure industry-level e-business web site. Prerequisite: CIS 5710.

CIS 5830. Managing Security/(3).On Demand. This course is designed as a broad overview of important security topics that are relevant to people and businesses. Relevant areas of security that will be studied include: the need for security on a personal and business level, the management practices surrounding security issues, network security strategies, human factors, access, firewalls, disaster recovery plans, personal security issues, personal and business forensics issues.

CIS 5840. Advanced Security/(3).On Demand. This course is designed to cover the main common body of knowledge topics identified by the Certified Information Systems Security Professional (CISSP) certification program. Topics include security management practices, access control, security models and architecture, physical security, telecommunications and

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APPALACHIAN STATE UNIVERSITY 2007-2008 GRADUATE BULLETIN
networking security, cryptography, disaster recovery and business continuity, law, investigation, ethics, applications and systems development, computer forensics and, operations security. Prerequisite: CIS 5830.

**CIS 5850. Information System Project/(3) On Demand.** Using a team concept, students will analyze, design, create, and implement a working information system for a public or private organization. Emphasis will be placed on project management, rapid application development, and the development of quality systems for clients.

**CIS 5989. Graduate Research/(1-9). F;S.** This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. CIS 5989 does not count toward a degree.
Master of Science in Computer Science
Department of Computer Science
College of Arts and Sciences

James T. Wilkes, Chair and Professor
Ph.D., Duke University
WilkesJT@appstate.edu

James B. Fenwick, Jr., Program Director and Associate Professor
Ph.D., The University of Delaware
FenwickJB@appstate.edu

http://www.cs.appstate.edu/

The Department of Computer Science offers an M.S. degree in Computer Science (224A/11/0701). The Computer Science M.S. program is for students who would like to advance beyond the undergraduate level of professional competence or to prepare for future doctoral study. The curriculum includes a balance between theory and applications and is built around a core of required courses in the basic areas of computer science. Through an appropriate selection of elective courses and thesis topics, students may choose either a theory emphasis or an applications emphasis. The program normally can be completed in two years with the appropriate undergraduate education or work experience.

Courses in the following disciplines are offered by the Department of Computer Science:
- CS: computer science
PROGRAM OF STUDY FOR THE MASTER OF SCIENCE IN COMPUTER SCIENCE (Major Code: 224A/11.0701)

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu], including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; undergraduate course work in: Advanced programming in a high-level language; Discrete mathematics; Introductory theoretical computer science; Data structures; Assembly language; Computer architecture; Calculus (two semesters); Matrix or linear algebra; Calculus-based probability and/or statistics.

Basic Criteria for Consideration: Cumulative Undergraduate GPA: > 2.75; GPA in related course work (including prerequisite courses and courses equivalent to a computer science major at Appalachian): > 3.0; GRE Verbal + GRE Quantitative = > 1050

Hours: 30 semester hours with thesis; 36 without thesis  
Location: On Campus

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 5100</td>
<td>Seminar in Computer Science</td>
<td>1</td>
</tr>
<tr>
<td>CS 5110</td>
<td>Design and Analysis of Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CS 5483</td>
<td>Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CS 5520</td>
<td>Operating Systems</td>
<td>4</td>
</tr>
<tr>
<td>CS 5666</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>

REQUERD HOURS .......................................................... 14

Approved Electives: (5000 level or above) .......................................................... 10

ELECTIVE HOURS .......................................................... 10

Thesis Options (CHOOSE ONE):

WITH THESIS (6 s.h.):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CS 5999</td>
<td>Thesis</td>
</tr>
</tbody>
</table>

WITHOUT THESIS (12 s.h.):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CS 5800</td>
<td>Project</td>
</tr>
<tr>
<td>Electives (5000 level or above)</td>
<td>9</td>
</tr>
</tbody>
</table>

(Selected in consultation with an advisor)

THESIS OPTION HOURS .................................................. 6 or 12

TOTAL HOURS FOR THE MS DEGREE ....................... 30 (with thesis) or 36(without thesis)

Thesis: Optional

Proficiency: None required

Comprehensive: A grade of B- or less in any of the required courses listed above requires passing a separately administered examination for the course. An oral defense of the thesis or project is also required.

Product of Learning: None required
**COMPUTER SCIENCE**

**GRADUATE COURSES IN COMPUTER SCIENCE (CS)**

**CS 5100. Seminar in Computer Science/(1).F.** Discussion and presentation of current topics in computer science. Each student will make oral and written reports on the results of research conducted on an instructor approved topic. Prerequisite: graduate status in computer science.

**CS 5110. Design and Analysis of Algorithms/(3).F.** Algorithmic paradigms, worst-case and average-case analysis, recurrence relations, lower bounds, classes of P and NP, and NP-complete problems. Applications including sorting, searching, dynamic structures, set algorithms, graph algorithms, randomized algorithms, and pattern matching. Prerequisite: CS 3460.

**CS 5120. Applications of Graph Theory and Combinatorics/(3).S.Odd-numbered years.** Basic concepts of graph theory and combinatorics as they are applied in computer science, including such topics as connectivity, colorability, planarity, distribution of distinct and nondistinct objects, generating functions and recursion, partitions, Latin squares, and block designs. Prerequisite: CS 3460.

**CS 5310. Numerical Analysis With Computer Applications/(3).On Demand.** A study of methods of solving systems of linear and non-linear equations, differential equations and numerical integrations with emphasis on convergence properties and error analysis. Prerequisites: linear algebra, real variables, computer programming (CS 1400 or CS 1440). Corequisite: MAT 5610. (Same as MAT 5310.)

**CS 5440. Topics in Artificial Intelligence/(3).F.Odd-numbered years.** This course will cover such topics as natural language processing, automated theorem-provers, expert system shells, and machine learning. Student projects will involve advanced logic programming techniques. Prerequisite: CS 4440.


**CS 5483. Computer Architecture/(3).S.** An in-depth study of current concepts in computer architecture, including such topics as concurrent execution, parallel architectures, RISC architectures, pipelined and array processors, data-flow machines, and special purpose processors. Prerequisite: CS 3482.

**CS 5500. Independent Study/(1-3).F;S.** Individual students study topics of interest under the direction of a faculty member. Prerequisite: 12 hours of graduate credit in computer science.

**CS 5520. Operating Systems/(4).S.** An in-depth study of the design and implementation of operating systems including device drivers, process management, memory management, and security issues. Lecture three hours, laboratory three hours. Prerequisites: CS 3482 (Computer Systems II). [Dual-listed with CS 4520.]

**CS 5525. Database Implementation/(3).S. Odd-numbered years.** An advanced database course covering topics related to database implementation. Topics include disk organization, file structures, file indexing structures such as B-trees, query operations and optimization, transaction processing, concurrency control, recovery techniques, and security. Prerequisites: CS 3430 and CS 3460. [Dual-listed with CS 4525.]

**CS 5530-5549. Selected Topics in Computer Science/(1-4).On Demand.** Topics of current interest in computer science not covered in existing courses. May be repeated for credit when content does not duplicate. Prerequisite: permission of the instructor.

**CS 5550. Theoretical Computer Science/(3).S.Even-numbered years.** A rigorous treatment of some theoretical aspects of computer science including formal definition of the notion of an algorithm, abstract machines, and formal grammars. Prerequisite: CS 2490. [Dual-listed with CS 4550.]
CS 5560. Advanced Operating Systems/(3).F.Even-numbered years. Principles of operating system design applied to state of the art computing environments such as object-oriented systems, multiprocessors, and distributed systems. Prerequisite: CS 5520.

CS 5569. Human-Computer Interfaces/(3).S.Even-numbered years. This course covers topics related to the design and evaluation of human-computer interfaces (HCI). Topics include: understanding the user audience, HCI architectures, design issues related to various interface components, measuring HCI usability, incorporating HCI design into system development, and social issues. Students are required to complete a group project in HCI presented in written form and orally to the class. Prerequisite: permission of the instructor. [Dual-listed with CS 4570.]

CS 5570. Design and Analysis of User Interfaces/ (3).F.Even-numbered years. This course covers systematic methods for design, development, testing and evaluation of human-computer interfaces (HCI). Students are required to apply these concepts to a specific HCI problem. Current research topics in HCI are discussed. Prerequisite: CS 5569.

CS 5620. Real-time Systems/(4).S.Odd-numbered years. Real-time hardware and software. Analog and digital data acquisition and reduction. Real-time algorithms and data structures. Advanced programming concepts including double buffering, interrupts, signal handlers, processes and threads, inter-process communication, synchronization, and the operating system kernel. Lecture three hours, laboratory three hours. Prerequisite: CS 3482 (Computer Systems II). [Dual-listed with CS 4620.]

CS 5630. Programming Language Translation/(4).F. Techniques for the translation of programming languages into machine or assembly language. Each student will participate in the writing of a compiler. Lecture three hours, laboratory three hours. Prerequisites: CS 3482 and CS 3490. [Dual-listed with CS 4630.]

CS 5666. Software Engineering/(3).F. Methodical development of large software systems. Topics include: models, project life cycle, requirements and specification, structure charts and design criteria, incremental implementation, software metrics. Use of module and source code management, symbolic debugging, and project planning software. Students will participate in the realization of both group and individual software systems. Prerequisite: CS 3481. [Dual-listed with CS 4667.]


CS 5710. Data Mining and Knowledge Discovery in Scientific Data/(3).On Demand. Large quantities of data are collected in different studies and/or experiments in science, engineering, business, and medicine. The data contain significant amounts of useful information or knowledge that is often hard to discover without computational tools and techniques. This course focuses on techniques used in data mining tasks such as classification, association rule mining, clustering, and numerical prediction. The approach utilizes visualization, statistics, and neural networks. The goal is to study data mining as a means to achieve knowledge discovery in databases. Prerequisites: CS 1440 (Computer Science 1) and Statistics.

CS 5720. Scientific Computing with Visualization/(3).On Demand. Visualization plays a major role in understanding difficult concepts in different fields of science, engineering, medicine, and education. This course provides an opportunity to students from different disciplines to learn some visualization techniques that are applied to solve problems. The course uses several computational tools with visualization ability to solve problems and explore data from scientific fields, with emphasis on visualization of data, using available tools to build and understand computational models, and understanding and visualizing the solutions. Prerequisites: CS 1440 (Computer Science 1) and Computer Science 2.

CS 5740. Digital Image Processing/(3).On Demand. This course provides an opportunity for students to learn digital image processing techniques. Students apply these techniques to images from different fields of science, engineering, and medicine. The course covers image acquisition and display, properties of the human visual system, sampling and quantization, color image representations, image enhancement, image transformations, image compression, and image restoration. Prerequisites: CS 1440 (Computer Science 1) and MAT 2240 (Introduction to Linear Algebra). [Dual-listed with CS 4740.]
CS 5800. Project/(3). On Demand. In this course, students are required to work on an approved project under the guidance of a faculty advisor and/or the course instructor. Students are also required to prepare a written document and make an oral presentation about the project. Prerequisite: department approval. Graded on an S/U basis.

CS 5989. Graduate Research/(1-9). F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. CS 5989 does not count toward a degree.

CS 5990. Numerical Linear Algebra/(3). On Demand. Methods for solving systems of linear equations with an emphasis on large, sparse systems. LU factorization including storage schemes, graph theory, ordering algorithms, and block factorization. Iterative methods including Jacobi, SOR, and conjugate gradient. Eigenvalue methods including power method, QR factorization, and Lanczos methods. Parallel matrix computations. Prerequisite: MAT 4310. (Same as MAT 5390.) [Dual-listed with CS 4990.]

CS 5999. Thesis/(6). F;S. Prerequisite: departmental approval. Graded on an S/U basis.
Master of Science in Criminal Justice and Criminology
Department of Political Science/Criminal Justice
College of Arts and Sciences

Brian Ellison, Chair and Professor  
Ph.D., Colorado State University  
EllisonBA@appstate.edu  

Kenneth L. Mullen, Program Director and Associate Professor  
Ph.D., State University of New York, Albany  
MullenKL@appstate.edu  

http://www.pscj.appstate.edu/  
http://www.pscj.appstate.edu/mscjc/  

The Department of Political Science/Criminal Justice offers the Master of Science in Criminal Justice and Criminology (Major Code: 120A/43.0104)

The Master of Science in Criminal Justice and Criminology program is intended to meet the academic needs of individuals seeking employment or advancement in the fields of criminal justice and criminology, as well as students preparing for doctoral studies in the discipline. As such, the purpose is to prepare students for professional employment in operational agencies within the field of criminal justice and criminology, as well as for research and teaching.

The Department of Political Science/Criminal Justice also offers programs in Political Science (MA) and Public Administration (MPA), described under those headings in this bulletin. Graduate programs in Political Science/Criminal Justice are supervised by the departmental chair, the individual graduate program directors, and the graduate committee.

Courses in the following disciplines are offered by the Department of Political Science/Criminal Justice:
- PA: public administration courses (see the Public Administration program for course descriptions)
- PS: political science courses (see the Political Science program for course descriptions)
- CJ: criminal justice courses

In addition, the Criminal Justice and Criminology program includes coursework offered by other departments as follows:
- MGT: management courses (see the Management Department for course descriptions)
- PSY: psychology courses (see the Psychology – General Experimental program for course descriptions)
- SOC: sociology courses (see the Gerontology program for course descriptions)

Location of Program: This program is offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started periodically, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Extension and Distance Education: http://www.ext-dl.appstate.edu.
CRIMINAL JUSTICE

PROGRAM OF STUDY FOR THE MASTER OF SCIENCE IN CRIMINAL JUSTICE AND CRIMINOLOGY

(Major Code: 120A/43.0104)

Admission Requirements: Baccalaureate degree with a major or minor in Criminal Justice, Criminology, Sociology or a related field from an accredited college or university; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu], including resume, three letters of recommendation, official GRE general test scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: (Undergraduate GPA X 400) + GRE Verbal + GRE Quantitative = 2000.

Hours: 36 semester hours
Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Required Courses:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>CJ/PS 5000</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>CJ 5150</td>
<td>The American Justice System and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ 5625</td>
<td>Seminar in Police and Society</td>
<td>3</td>
</tr>
<tr>
<td>CJ 5630</td>
<td>Corrections: Theory and Application</td>
<td>3</td>
</tr>
<tr>
<td>CJ 5660</td>
<td>Crime, Theory and Policy</td>
<td>3</td>
</tr>
<tr>
<td>CJ/PS 5661</td>
<td>Court Administration</td>
<td>3</td>
</tr>
<tr>
<td>SOC 5560</td>
<td>Race and Minority Relations</td>
<td>3</td>
</tr>
<tr>
<td>SOC 5750</td>
<td>Social Stratification</td>
<td>3</td>
</tr>
</tbody>
</table>

RE bât HOURS ........................................................................... 24

Elective Courses: (Thesis students: 6 s.h.; Non-Thesis students: 9 s.h.)
Select 6 or 9 s.h. in consultation with the MSCJ&C Program Director from the following courses .......... 6 or 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CJ/PS 5050</td>
<td>Seminar in Public Law and Judicial Behavior (3 s.h)</td>
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<tr>
<td>CJ 5060</td>
<td>Administration of Justice (3 s.h.)</td>
<td></td>
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<tr>
<td>CJ/PA 5180</td>
<td>Public Policy Analysis and Program Evaluation (3 s.h.)</td>
<td></td>
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<tr>
<td>CJ 5500</td>
<td>Independent Study (3 s.h.)</td>
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<tr>
<td>CJ 5530-5549</td>
<td>Selected Topics in Criminal Justice (3 s.h)</td>
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<tr>
<td>CJ/PS 5550</td>
<td>Law and Society (3 s.h.)</td>
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<tr>
<td>CJ 5665</td>
<td>Contemporary Criminological Theory (3 s.h.)</td>
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<tr>
<td>CJ 5670</td>
<td>Crime Analysis and Criminal Justice Planning (3 s.h.)</td>
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<tr>
<td>CJ/PS 5680</td>
<td>Organized Crime (3 s.h.)</td>
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<tr>
<td>MGT 5160</td>
<td>Strategic Human Resource Management (3 s.h.)</td>
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<tr>
<td>MGT/PSY 5671</td>
<td>Training and Development (3 s.h.)</td>
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<tr>
<td>PA 5060</td>
<td>Seminar in Public Administration (3 s.h.)</td>
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<tr>
<td>PA 5665</td>
<td>Public Management (3 s.h.)</td>
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<tr>
<td>PSY 5552</td>
<td>Diagnosis and Psychopathology (3 s.h.)</td>
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<tr>
<td>SOC 5650</td>
<td>Women in the Justice System (3 s.h.)</td>
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ELECTIVE HOURS ........................................................................... 6 or 9

Thesis Options (CHOOSE ONE in consultation with the MSCJ&C Program Director)

WITHOUT THESIS
Choose one of the following courses. ............................................. 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CJ 5805</td>
<td>Directed Research (3 s.h.)</td>
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<tr>
<td>CJ 5900</td>
<td>Internship in Criminal Justice (3 s.h.)</td>
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WITH THESIS

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CJ 5998</td>
<td>Thesis Preparation</td>
<td>3</td>
</tr>
<tr>
<td>CJ 5999</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

THESIS OPTION HOURS .................................................................. 3 or 6

TOTAL HOURS FOR MS DEGREE .................................................. 36

Thesis: Optional
Proficiency: None required.
Comprehensive: During the final semester of course work, candidates must pass a written comprehensive examination.
Product of Learning: None required
GRADUATE COURSES IN CRIMINAL JUSTICE (CJ)

CJ 5000. Research Methods/(3).F. The goal of this course is the development of the analytical abilities of the student. The foundations of inquiry, the various approaches to the study of social phenomena, and several analytical techniques are presented, discussed, and practiced. Prerequisite: an undergraduate statistics course. (Same as PS 5000.)

CJ 5050. Seminar in Public Law and Judicial Behavior/ (3).S.Alternate years. An examination of the multiple roles of law and the judicial system in the formulation and execution of public policy, to include the role of the judiciary in politics and government with emphasis on variables affecting judicial decision making. (Same as PS 5050.)

CJ 5060. Administration of Justice/(3).On Demand. An examination of selected issues and problems in the administration of justice system.

CJ 5150. The American Justice System and Social Justice/(3).F.Alternate years. This course is about possible relationships between criminal justice operations (law-making, law enforcement, adjudication, and punishment) and social justice.

CJ 5180. Public Policy Analysis and Program Evaluation/(3).S. An examination of the major forces that influence the formation, implementation and administration of public policy and methodological approaches to assess the impact of public policies. Prerequisite: CJ 5000. (Same as PA 5180.)

CJ 5500. Independent Study/(1-3).F;S.

CJ 5530-5549. Selected Topics/(1-4).On Demand.

CJ 5550. Law and Society/(3).S. An examination of the relationship between the values and culture of a society and the laws which it adopts and how law interacts with and responds to change in social values as seen by the courts through selected cases. (Same as PS 5550.) [Dual-listed with CJ 4550.]

CJ 5625. Seminar in Police and Society/(3).S. This course is designed to explore the role of the police in American society. Attention is given to the origins of policing, the nature of police organizations and police work, critical analysis of policing, and patterns of relations between the police and the public. The values of a democratic society as they affect the law enforcement role are also addressed.

CJ 5630. Corrections: Theory and Application/(3). F.Alternate years. A comprehensive examination of the theory, research, and policy pertinent to the administration and management of jails, prisons, and community corrections. Attention to the historical development of the American correctional system, the philosophies behind corrections and punishment, correctional systems and the inmate prison experience, personnel management, sentencing and its implications, community-based corrections, judicial intervention, and correctional reform. Special emphasis on the underlying social, legal, and ethical issues that affect various correctional strategies.

CJ 5660. Crime, Theory and Policy/(3).F.Alternate years. An examination of crime policy and legislation and how theories of crime causation inform the formulation of crime policy. Attention will be given to research and how it can contribute to a more rational crime policy at the federal, state, and local level.

CJ 5661. Court Administration/(3).On Demand. This course is designed to familiarize students with the need for, and approaches to, more effective management of federal and state courts. Topics include court reform, court unification, caseload management, alternative dispute resolution, personnel management and training, and audio-visual applications in the courts, among others. (Same as PS 5661.) [Dual-listed with CJ 4661.]

CJ 5665. Contemporary Criminological Theory/(3).F. A review and assessment of contemporary theories of criminology and criminal justice with emphasis on the state of empirical support and policy implications of these perspectives. Current influential theories will be evaluated and explored in the contexts of their major assumptions, causal structure, logical consistency, conceptual underpinnings, and empirical predictions.

CJ 5670. Crime Analysis and Criminal Justice Planning/ (3).S.Alternate years. An examination of criminal justice policy and the formal and informal influences in the policy process. Planning is emphasized as a prelude to effective policy at the national, state and regional levels. A framework for the analysis of crime policy is offered for use in agency work.
CJ 5680. Organized Crime/(3).F. Alternate years. This course will provide an examination and analysis of views on the phenomena of organized crime and efforts to control it. Attention will be paid to criminal organizations in the United States, their beginnings in other cultural and ethnic backgrounds and their relations with criminal organizations around the world. In today’s world, criminal organizations in other countries and their activities have a major impact on crime in the United States. Therefore, a comparative approach to the subject must be used. (Same as PS 5680.) [Dual-listed with CJ 4680.]

CJ 5805. Directed Research/(3).On Demand. Directed research on a topic selected by the student in consultation with the instructor. Student is expected to write a major research paper on this topic. May not be repeated for credit. Prerequisite: CJ 5000/PS 5000.

CJ 5850. Social Science Seminar/(3).On Demand. A review and evaluation of the literature of the individual social science disciplines, as well as social science in general, emphasizing contemporary contexts, philosophical underpinnings, theoretical concerns, and methodological convergence. Prerequisite: twelve semester hours of graduate work. (Same as GHY 5850/HIS 5850/PS 5850/SOC 5850.)

CJ 5900. Internship in Criminal Justice/(3-12).F;S. Field work in a criminal justice agency, office or institution and involvement in problem solving in these agencies and offices. Graded on an S/U basis.

CJ 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. CJ 5989 does not count toward a degree.

CJ 5998. Thesis Preparation/(3).F;S. The purpose of this course is to offer the student who chooses to write a thesis the opportunity to initiate a literature search, review research strategies, develop hypotheses for testing, and prepare a thesis proposal for review by the thesis committee. Graded on an S/U basis. (CJ 5998 is a prerequisite to CJ 5999.)

Master of Arts, Curriculum Specialist
Department of Curriculum and Instruction
Reich College of Education

Michael G. Jacobson, Chair and Professor  
Ph.D., Michigan State University  
JacobsnMG@appstate.edu

Melanie W. Greene, Program Director and Associate Professor  
Ed.D., East Tennessee State University  
GreeneMW@appstate.edu

The Department of Curriculum and Instruction offers the Master of Arts, Curriculum Specialist (Major Code: 416A/13.0301)[T].

The program seeks to prepare Curriculum-Instructional Specialists who demonstrate knowledge of:

1. The purposes and roles of schooling;
2. The basic structure, organization and philosophical theories of school supervision;
3. Principles of management and supervision;
4. Principles and practices of personnel performance appraisal;
5. Educational planning in relation to design, implementation, and evaluation of instructional systems;
6. Leadership roles and responsibilities;
7. The key role of human relations in instructional leadership;
8. Leadership in the effective utilization of knowledge generated by specialists in improving instructional programs;
9. Effective supervisory practices; and,
10. Curriculum planning and development.

The program also seeks to prepare candidates who demonstrate their abilities to:

1. Provide leadership in the implementation of instructional programs;
2. Work harmoniously and effectively with people from a wide variety of backgrounds;
3. Employ sound planning practices; and
4. Provide instructional leadership in a variety of settings while assisting teachers, administrators and other professional personnel.

Courses in the following disciplines are offered through the Department of Curriculum and Instruction:

- BE: business education
- CI: curriculum and instruction
- HED: health education

In addition, the Curriculum Specialist program includes coursework offered by other departments as follows:
- FDN: foundations of education courses (see the School Administration program for course descriptions)
- ITC: instructional technology and computers courses (see the School Administration program for course descriptions)
- LSA: leadership in school administration courses (see the School Administration program for course descriptions)
- RE: reading education courses (see the Reading Education program for course descriptions)
- RES: educational research courses (see the School Administration program for course descriptions)
- SPE: special education courses (see the Special Education program for course descriptions)

Location of Program: This program is offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started periodically, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Extension and Distance Education: http://www.ext-dl.appstate.edu.
PROGRAM OF STUDY FOR THE MASTER OF ARTS, CURRICULUM SPECIALIST+ (Major Code: 416A/13.0301 [T])

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Admission Requirements: Baccalaureate degree in from an accredited college or university; North Carolina “A” license or the equivalent from another state; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu], including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE or MAT scores. OR Cumulative undergraduate GPA or last-60-hours GPA below 3.0 but at least 2.7, and 1) official MAT score of 349, 2) official GRE Verbal plus Quantitative score of 800, or 3) GRE Writing score of 3.5 or higher in combination with GREV or GREQ of 400.

Hours: 39 semester hours Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>RES 5000</td>
<td>Research Methods</td>
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</tr>
<tr>
<td>LSA 5010</td>
<td>Public School Administration</td>
<td>3</td>
</tr>
<tr>
<td>CI/SPE 5045</td>
<td>Advanced Topics in Diversity</td>
<td>3</td>
</tr>
<tr>
<td>CI 5050</td>
<td>Supervision of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>CI 5055</td>
<td>Connecting Learners and Subject Matter</td>
<td>3</td>
</tr>
<tr>
<td>CI 5060</td>
<td>Curriculum Planning</td>
<td>3</td>
</tr>
<tr>
<td>CI 5525</td>
<td>Product of Learning</td>
<td>1-3</td>
</tr>
<tr>
<td>CI/LSA 5585</td>
<td>Teacher Leadership and School Improvement</td>
<td>3</td>
</tr>
<tr>
<td>CI 5591</td>
<td>Advanced Curriculum Design in Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>CI 5850</td>
<td>Middle School Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>Other Approved Curriculum Class (5000 level or above)</td>
<td>3</td>
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</tbody>
</table>

Choose one course from the three below ............................................ 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CI 3900</td>
<td>Internship/Practicum</td>
<td>3</td>
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<tr>
<td>LSA 5900</td>
<td>School Administration and Supervision Internship/ Pract.</td>
<td>3</td>
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</table>

Choose one course from the two below ............................................ 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CI/RE/RES/SPE 5040 Teacher as Researcher</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RES 5560</td>
<td>Classroom Assessment</td>
<td>3</td>
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Choose one course from the two below ............................................ 3

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CI 5630</td>
<td>Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>ITC 5220</td>
<td>Computers in Educational Settings</td>
<td>3</td>
</tr>
</tbody>
</table>

REQUIRED HOURS .............................................................................. 34-36

Electives: (3-5 s.h.)
Elective courses (5000 level or above) to be selected with the advice and approval of the graduate advisor.

ELECTIVE HOURS ............................................................................... 3-5

TOTAL HOURS FOR THE MA DEGREE ................................................. 39

Thesis: None required
Proficiency: None required
Comprehensive: None required
Product of Learning: Required
GRADUATE COURSES IN BUSINESS EDUCATION (BE)

**BE 5510. Office Management/(3).F.** Study of the responsibilities, problems and duties of the office manager approached from a management viewpoint; study made in managing the modern office from both a traditional and computerized office systems approaches; study of administering systems and procedures in office work and expansion of knowledge and techniques used to reduce and control office costs. [Dual-listed with BE 4510.]

**BE 5555. Advanced Methods in Teaching Business and Marketing Subjects/(3).F.** This course provides students advanced methodology and classroom strategies in business and marketing education. It places emphasis on current issues such as: best pedagogical practices for business and marketing subjects taught within the school setting, emerging learning environments in which all learners can be successful, authentic assessment appropriate to diverse learners, use of technology to enhance teaching and learning, innovative teaching strategies to design and modify instruction.

**BE 5565. Curriculum Development in Business and Marketing Education/(3).S.** This course provides students with understanding of principles for curriculum design, development, and implementation in business and marketing education. The content focuses on contemporary curriculum design and implementation strategies, a discussion of curriculum development for school-to-work transition, formulation of specific curriculum goals and objectives, identification and selection of relevant curriculum materials, and systematic assessment of the business and marketing education curriculum.

**BE 5575. Analysis of Teaching Practices in Business and Marketing Education/(2).F.** This course provides students with an opportunity to conduct an original and unique action research project in an educational setting. Students will examine interactions in the classroom through in-depth observation and analysis of teaching practices, conduct a survey of literature, and apply action research methodology in workforce development areas such as business and marketing education.

**BE 5650. Information Processing Applications for Business and Education Professionals/(3).F.** In this course, electronic office systems and equipment from an end-user perspective are explored. The course includes work in a variety of information processing applications such as word processing, spreadsheets, databases, presentation software, graphics, electronic mail, Internet applications, web page design, and integrated projects. Prerequisite: introductory data processing/computer course. [Dual-listed with BE 4650.]

**BE 5660. Classroom Management and Assessment/(2-3).F.** This course provides opportunities for students to understand performance assessment and classroom management strategies needed to teach business and marketing education courses in public schools. Specifically, the course places emphasis in the following areas: multiple assessment strategies, making classroom management decisions and taking action, and documenting and communicating these actions. [Dual-listed with BE 4660.]

**BE 5810. Seminar/(3).On Demand.** [Dual-listed with BE 4810.]

**BE 5850. Management of Occupational Education Youth Organizations/(3).S.** A study of how to organize and administer youth organization in occupational business and marketing education for teachers in order to establish an excellent learning situation. [Dual-listed with BE 4850.]

GRADUATE COURSES IN CURRICULUM AND INSTRUCTION (CI)

**CI 5040. Teacher as Researcher/(3).F;S.** This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research. (Same as FDN 5040/RE 5040/SPE 5040.)

**CI 5045. Advanced Topics in Diversity/(3).F;S.** A framework of theories on diversity and multicultural issues is constructed in this course. From these theories, practical applications will be derived. Research focusing on creating productive and equitable learning environments, on best practices collaboration, and on instructional accommodations and modifications will be examined. (Same as SPE 5045.)
CI 5050. Supervision of Instruction/(2-3).S. A study of the nature and function of supervision, recent trends, teacher involvement in policy formation, the organization and techniques used in supervision.

CI 5055. Connecting Learners and Subject Matter/(3).F;S. This course connects the examination of curriculum foundations and models of the school learner and educational goals with an intense study of research-based, exemplary instructional strategies focused on learning and achievement. Primary focus is on: 1) organizing, implementing, and evaluating school curriculum; 2) implementing, reflecting on, and evaluating instructional planning; and 3) integrating technology for meaningful learning.

CI 5060. Curriculum Planning/(2-3).F;S. A study of principles, effective practices, and techniques appropriate for overall curriculum planning.

CI 5111. Advanced Developmental Assessment and Program Evaluation for Children/(3).F. This course is designed to provide students with skills and knowledge in assessing the development of children, and the interests, concerns, and priorities of families. Students will collect data for the purpose of monitoring children’s progress, family outcomes, and program effectiveness. (Same as FCS 5111/SPE 5111.)

CI 5112. Advanced Developmental Curriculum and Instruction for Young Children/(3).S. This course is designed to provide students with advanced skills and knowledge in application of a research base to design, adapt and evaluate curriculum and environments suitable for the integration of infants, toddlers, preschool and kindergarten children of various developmental levels and abilities in inclusive settings. (Same as FCS 5112/SPE 5112.)

CI 5113. Seminar: Issues in Birth through Kindergarten Education/(3).F. This seminar is designed to build leadership skills to enable the student to consult and collaborate with other professionals. It will permit the development of depth and breadth in professional growth as well, and provide the foundation for life-long learning for the advancement of knowledge in the field of early childhood education and early intervention. (Same as FCS 5113/SPE 5113.)

CI 5130. Recent Trends and Issues in Education/(2).F;S. This course is designed to assist participants in becoming familiar with significant trends and issues in education. Participants will study current educational research and discuss and assess the implications of both trends and research for classroom teaching. The course includes a comparative component which examines school, teachers, and ideas about teaching and learning in different parts of the world.

CI 5150. Organizing and Planning Student Teaching/(2). On Demand. A study of the origin and development of student teaching, including present status and trends, experiences prior to student teaching, selection of schools and supervising teachers, selection and placement of student teachers.

CI 5160. Supervision of Student Teaching/(3). On Demand. A study of general techniques of a supervising teacher, including observation, guiding student teachers in planning, orientation of student teachers, student teacher participation, and evaluation. Available as a workshop by invitation.

CI 5200. Multi-Media/Image Production/(3). On Demand. This course offers the student opportunities to develop the cognitive, affective, and psychomotor skills necessary to plan, design, produce, and present multi-image presentations. Presentation formats range from analog and digital sound and multi-image formats to various analog and digital projection and dissemination programs.

CI 5230. Studies in Applied Instructional Strategies/(3). On Demand. This course is designed for instructional leaders in K-12 buildings. It provides an intense study of research-based, exemplary practice instructional strategies focused on learning and achievement. Special emphasis is placed on the research knowledge-base for learning, cognitive instructional strategies, exemplary instructional planning, reflection and evaluation of instruction, and integrating technology for meaningful learning.

CI 5500. Independent Study/(1-3).F;S.


CI 5530-5549. Selected Topics/(1-4). On Demand. Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. (Limit of six hours credit.)
CI 5551. Creativity/(3).On Demand. A course to discover activities, skills and talents in the fostering of creativity. Emphasis will be given to readings and to designing models for programming creativity in the classroom.

CI 5552. Advanced Video Production/(3).S. In this course, each student assumes the role of a professional producer and works with a client to create a video program. Emphasis is placed on careful pre-production planning, producing with a crew, and honing the production in the editing stage by creating several drafts. Students will have the opportunity to learn how to write good proposals and scripts, make realistic budgets, select appropriate locations and make workable shooting schedules, coordinate all the activities of a production crew, establish a good working relationship with a client, and alter a program in the editing state to respond to audience and client response. Prerequisite: CI 5840, or permission of the instructor.

CI 5576. Advanced Diagnostic-Prescriptive Teaching/(4).S. Rationale, operational models, techniques used on the implementation of the diagnostic-prescriptive approach. Supervised field experiences in the actual diagnostic-prescriptive approach.

CI 5581. Advanced Curriculum Design/(3).On Demand. The physiological and psychological basis of learning. Curriculum development for various exceptionalities and the rationale and development to meet their needs.

CI 5585. Teacher Leadership and School Improvement/(3).F;S. This course is designed to help teachers develop an understanding of and skill in assuming leadership roles and responsibilities in their schools. Those aspects of school leadership seen as most appropriate and potentially beneficial for teacher involvement will be emphasized. Particular attention is paid to the relationships among teacher leadership, school improvement, and site-based accountability. Students will have the opportunity to acquire knowledge and skills and formulate their own approaches through both university-based classroom and site-based clinical activities. Activities such as participant-observations, shadow-studies classroom-action research, problem-based learning, case studies, survey research, and qualitative research studies can be included. Students will be expected to present tangible evidence that represents, authentically, their professional growth. (Same as LHE 5585.)

CI 5591. Advanced Curriculum Design in Elementary Education/(3).F. An examination of curriculum foundations and models as related to understanding the nature of the elementary school learner and educational goals. Primary focus is on organizing, implementing and evaluating the elementary school curriculum. Includes investigation of recent research in elementary education as applied to curriculum and the classroom setting.

CI 5592. Elementary Education Teaching Strategies/(3).S. The course is designed to provide an intense study of research-based strategies for use in grades K-6. Special emphasis will be placed on the knowledge base regarding instructional strategies.

CI 5600. Middle School Philosophy and Organization/(3).F. This course provides a comprehensive study of middle school philosophy, the middle school movement, and the essential components of middle level organization and schooling. Topics included in the course are: a historical study of junior high school and middle schools, current trends and issues in middle level education, the middle level knowledge base, major organizational issues, and the future of middle level education.

CI 5630. Instructional Technology/(3).F. The course is intended to introduce students to the field of instructional technology including its theoretical and practical components. Students are introduced to traditional and emerging electronic communication systems and equipment, and consider the application such technology may have whether in education, business or industry. Particular attention is given to the instructional design process with emphasis placed on the relationship between the inception of a program or technology and the actual instructional application and implementation of it.

CI 5635. Media Literacy and Curriculum Development/(3).F. In this course, media literacy is placed within the traditional and emerging models of mass communication. The course includes an examination of British, Australian and Canadian approaches to media education within their respective school systems. Students are required to develop a rationale that links media literacy to traditional and emerging goals in American education. An interdisciplinary approach is used to explore media literacy as both a revolutionary and evolutionary concept. In addition to examining media literacy as a competency or area for specific study, literacy is also addressed in terms of classroom methodology and pedagogy. American schools are analyzed in terms of the way their organizational culture and characteristics impact innovations such as media literacy. Prerequisites: CI 5830 and CI 5940.
CI 5636. Emerging Issues and Trends in Media and Technology/(3). On Demand. Focuses on trends and developments in educational media, technology, and media literacy. Students will address contemporary issues, trends, controversies, and techniques. Topics may vary from year to year; repeatable for up to nine semester hours.

CI 5641. Media and Management/(3). S. This course provides a broad background in management theory and practice. Emphasis is placed on how to manage media effectively and efficiently within an organizational context (school, industry, etc.) with particular attention given to the utilization of resources including personnel, budget, hardware, and the work environment. Strategies are discussed that enable media to be effectively utilized in order to solve training and corporate communication problems.

CI 5642. Introduction to Web Page Design and Development for Education/(3). F;S. This course introduces the student to a range of digital tools for the design and production of web based education and information design. This class includes web page development and design, digital graphics, visual design, animation, and issues concerning information design, service, site management and a review of current research on effective instructional design for web based learning environments.

CI 5643. Advanced Production and Portfolio/(3). On Demand. This is a required individual study course which serves as a synthesis production and presentation experience, involving close faculty supervision and a client/consultant relationship. Included in the course is a Comprehensive Major Project which will be client oriented and the preparation of a production portfolio suitable for professional presentation.

CI 5700. History of Instructional Technology/(3). On Demand. A broad background and understanding of contemporary instructional technologies, processes and systems is provided. Readings and research from 450 BC to the present with emphasis on theoretical and methodological foundations for media research are examined.

CI 5740. Photography and Digital Imaging/(3). F;S. Basic theory, principles and techniques of black and white and color photography with an introduction to color photography and digital imaging. [Dual-listed with CI 4740.]

CI 5750. Teaching Young Adolescents/(3). S. This course provides middle grades teachers with a variety of research-based instructional strategies that are developmentally appropriate for young adolescents. Special emphasis is placed on the selection, implementation, and evaluation of instructional strategies that promote cognitive, physical, emotional, and social development and increase student learning.

CI 5770. Intermediate Photography and Digital Imaging/(3). F. An intermediate photographic production course which strengthens previously acquired skills in black and white photography and provides advanced project responsibility in color photography and digital imaging. [Dual-listed with CI 4770.]

CI 5800. Logistics of Mediated Programs and Presentations/(3). On Demand. Hard data and facts for programmers and presenters from facilities planning to effective showmanship are examined. The application of hardware and software for teaching and training are located against the institutional environment and contexts in which a presentation takes place.

CI 5810. Introduction to Sight and Sound/(3). F. An introduction to the basic knowledge and skills underlying any effective audiovisual presentation. Students will have the opportunity to learn the aural and visual aesthetic principles involved in the creation of effective media presentations. They will also have the opportunity to learn the theory and operation of various common sight and sound devices, including audio tape recorders; microphones and mixers; still cameras; video cameras, monitors, and recording devices; projection devices and presentation systems. Emphasis will be placed not only on understanding how the equipment works, but on the common theoretical background shared by all these communication devices. [Dual-listed with CI 4810.]

CI 5830. Media Literacy/(3). F. The course examines what it means to be literate in a media era. Key concepts and principles from the field of media literacy are studied through an examination of motion pictures, advertising, television, photo journalism, broadcast news, and the Internet. Emphasis is placed upon understanding media texts, media industries, media narratives, and the form and language of a variety of different media. Students are provided with critical frameworks for analyzing media as well as with tools and techniques to be applied in several class projects aimed at deconstructing media messages. [Dual-listed with CI 4830.]
CI 5840. Beginning Video Production/(3).F;S. This course is a basic introduction to the creative and technical skills needed to produce effective, low-budget video programs on location. Students will use the department's digital cameras and non-linear computer editing system to learn how to express themselves clearly in a wide variety of programming formats through the language of video. Students will gain experience in each of the three stages in the production process: pre-production, production, and post-production. [Dual-listed with CI 4840.]

CI 5850. Middle School Curriculum/(3).F. This course provides middle grades teachers with a framework for curriculum design that includes challenge, integration, and exploration. Emphasis is placed on major middle level curriculum theories, traditional and innovative middle level curriculum models, and trends and issues which reflect research and successful practice.

CI 5900. Internship/Practicum/(1-6).F;S. Provides direct experiences teaching in grades Kindergarten through nine. Students are required to spend 90 hours teaching in classrooms appropriate to the level(s) of licensure sought. This internship/practicum is designed only for those without appropriate experience in their Master of Arts major, as determined by the students' academic advisory committees. Graded on an S/U basis.

CI 5921. Instructional Design/(3).S. Analysis and application of systematic strategies for the identification of instructional needs, design of instructional system models to meet educational goals in both K-12 education and business, and evaluation of instructional systems.

CI 5930. Instructional Graphics/(3).On Demand. Examination of basic design principles and concepts in the selection, design, and evaluation of graphic materials. Course includes laboratory experience in design, development, production, and publication of graphical materials. The laboratory experience centers on the use of microcomputers and associated input or output devices.

CI 5940. Media: Image and Influence/(3).S. This media literacy course concentrates on media representations, media audiences and media effects. Film and television are studied in terms of their depiction of individuals, institutions, and issues. Key categories of exploration include race, class and gender. Case studies include representations of the family, adolescence, minorities, and school. The social and psychological consequences of media content are examined with emphasis upon child and adolescent audiences, particularly in the areas of sexuality, violence, and substance abuse. Prerequisite or corequisite: CI 5830. [Dual-listed with CI 4940.]

CI 5950. Non-fiction Film and Video/(3).F;S. Students view and analyze a variety of non-fiction films and videos in terms of both form and content. Emphasis is placed on understanding the wide range of purposes for which non-fiction programs are made, and on examining the variety of techniques used to achieve those purposes. Students also engage in some hands-on experiences attempting to capture reality on videotape as part of an effort to explore what happens to reality when it is shaped into a film or video. [Dual-listed with CI 4950.]

CI 5980. Special Topics in Elementary Education/(1-3).F;S. This course provides a flexible curriculum of reading, studying, planning, and writing. It is designed to meet the needs of individual teachers or groups of teachers for content and pedagogy generally associated with the elementary school curriculum. Prerequisite: recommendation of the graduate advisor. Students may elect to take up to a total of six semester hours.

CI 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. CI 5989 does not count toward a degree.

CI 5999. Thesis/(4).F;S. Graded on an S/U basis.

CI 6160. Field Study in Curriculum Problems/(3).On Demand. Students develop a conceptual framework based on general system theory for guiding, developing, and evaluating school curriculum improvements. Students conduct a research project analyzing the design and development of school curriculum planning with emphasis on current trends and issues in elementary school curriculum (K-9).

CI 6310. Analysis of the Teaching Process/(3).S. Examination of the teacher-pupil and pupil-pupil interaction in the classroom through study of original relevant research disciplines concerning human behavior and society. Special attention is given to the efforts of teacher approaches to children, the organization of curriculum materials and the structure of the classroom society on the accomplishment of education objectives.
CURRICULUM SPECIALIST

CI 6360. Survey of Research and Implications for Curriculum and Instruction/(3). On Demand. This course emphasizes the reading and interpretation of research on designated topics within the school curriculum. Through collaboration and dialogue among class members, resulting implications for classroom instruction are determined.


CI 6500. Independent Study/(1-4). F; S.


CI 7130. Investigations into Curriculum and Instruction Problems/(3). On Demand. Investigation into curriculum and instruction problems is a course taken during the student’s public school internship. The aim of this course is to provide those who have an intense interest in curriculum and instruction with an opportunity for practical application of knowledge and skills obtained from the research core, along with an opportunity to work with faculty who are researching problems.

CI 7131. Emerging Issues in Curriculum and Instruction/(3). On Demand. Within the context of educational leadership, the purpose of this course is to provide doctoral level students with an in-depth understanding of issues, problems, and trends in curriculum and instruction at the local, state and national levels. The course is also aimed at providing students with experiences which lead to an understanding of the interdisciplinary nature of problem setting, problem solving, and policy analysis in curriculum and instruction.

CI 7132. Reflective Supervision of Curriculum and Instruction/(3). On Demand. The focus of this course is on the situation-specific application of knowledge to problems in supervision. The course has two foci. First, the practical problems of supervision as they relate to teaching and implementing the curriculum at the school system, school building, and classroom levels are targeted. The second outcome is the development of a reflective practitioner who understands and approaches supervision in a deliberative manner.

CI 7989. Doctoral Research/(1-9). F; S. This course is designed to provide access to University facilities for continuing doctoral research. Graded on an S/U basis. CI 7989 does not count toward a degree.

GRADUATE COURSES IN HEALTH EDUCATION (HED)

HED 5650. Drug Education and Prevention/(3). F; S. The primary focus of this course is to introduce the complexities of drug-related issues. The social, psychological, pharmacological, cultural, educational and political aspects of drug use, including alcohol and tobacco, are examined. In addition, the methods, materials and theories of drug abuse prevention in the school and community are discussed. [Dual-listed with HED 4650.]

HED 5710. Teaching Sex Education Within a Family Context/(3). F. This course is designed to help health educators learn and develop strategies for teaching family living and sexuality to different age groups such as elementary, middle grades, secondary and adults. Topics to be included are reproductive anatomy, physiology, STD and AIDS, varying cultural differences, and gaining community support. Each student will be responsible for developing appropriate curricular materials for the age group she or he will be teaching. (Same as HPC 5700.) [Dual-listed with HED 4710.]

HED 5730. Teaching Stress Management and Emotional Health/(3). S. This course will explore the factors associated with the development of emotional health and the management of stress as a basis for understanding the healthy personality. Emphasis will be directed towards teaching stress management and emotional health within an educational setting. Practical aspects of health education and program planning will be discussed. Students will be encouraged to deepen their commitment to affective teaching by applying the principles of self-esteem building, behavior self-management, communication, and accessing appropriate resources. [Dual-listed with HED 4730.]
The Department of Economics offers course work at the graduate level in support of the Walker College of Business degree programs.

Courses in the following disciplines are offered through the Department of Economics:

- **ECO:** economics courses

Prerequisite to enrollment in a graduate course offered by the Department of Economics is admission to a graduate program of study, admission to a graduate certificate program, or permission of the instructor and the departmental chair. In addition, enrollment in MBA courses requires permission of the MBA Program Director. A non-degree student must obtain permission from the Graduate School to enroll in 5000-level courses.

The Department of Economics also participates in a graduate program leading to the Master of Arts degree in Social Science, Education (Major Code: 282*/13.1317) with a concentration in Secondary School (Advanced Licensure)/Economics (282S)[T].

**GRADUATE COURSES IN ECONOMICS (ECO)**

**ECO 5150. Business Economics/(3).F.** Intensive study of economic decision techniques for management. Topics include estimation of demand and cost function, analysis of economic forecasts and business cycles, analysis of price and non-price competition, allocation and distributional effects of regulation, taxation, and fiscal and monetary policy, cost-benefit and cost-effectiveness analyses for the not-for-profit sector. Primary emphasis will be placed on the understanding and application, rather than the theoretical and computational aspects, of these techniques. Prerequisite: admission to the MBA Program or permission approved by the Assistant Dean for Graduate and International Programs in the Walker College of Business.

**ECO 5500. Independent Study/(1-4).F;S.**

**ECO 5530-5549. Selected Topics/(1-4).F;S.**

**ECO 5989. Graduate Research/(1-9).F;S.** This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. ECO 5989 does not count toward a degree.
Doctorate in Educational Leadership
Reich College of Education

Alice P. Naylor, Program Director and Professor
Ph.D., University of Toledo
NaylorAP@appstate.edu

Paul R. Smith, Interim Coordinator of Hickory-A Cohort
Ed.D., University of Northern Iowa
SmithPR@appstate.edu

http://ced.appstate.edu/departments/edl/index.aspx

The Reich College of Education offers the Doctor of Education (Ed.D.) in Educational Leadership (Major Code: 702*/13.0401) with two concentrations:

- Educational Leadership, General (702C)
- Educational Leadership, Licensure (702B)[T]

The Educational Leadership Program coordinates course offerings with the EDL prefix. In addition, the Doctoral Program includes coursework offered by other departments as follows:

- CI: curriculum and instruction courses (see the Curriculum Specialist program for course descriptions)
- LSA: leadership in school administration courses (see the School Administration program for course descriptions)
- RE: reading education courses (see the Reading Education program for course descriptions)
- RES: educational research courses (see the School Administration program for course descriptions)
- SPE: special education courses (see the Special Education program for course descriptions)

The Doctor of Education degree (Ed.D.) in Educational Leadership is designed for potential and practicing educational leaders who wish to develop and refine their leadership capabilities in educational organizations. The goals of the program include:

1) to introduce students to the methodologies of critical analysis of educational theory and practices;
2) to engage students in disciplined inquiry in the field of education;
3) to prepare students for making a contribution to educational theory and practice; and,
4) to prepare students to become leaders in the diverse world in which educational institutions exist.

Students will choose one of two concentrations: Educational Leadership, General (702C) that prepares students for general leadership positions in educational institutions, such as administrative positions in community colleges; or Educational Leadership, Licensure (702B)[T] that leads to licensure as a superintendent for public schools of North Carolina.

The program requires a minimum of 60 semester hours beyond the master’s degree. All students must take at least 48 semester hours of doctoral coursework (or a combination of doctoral coursework and approved Ed.S. courses), which includes: 36 s.h. of required core courses; two semesters of EDL 7900, Internship (3+3) to total 6 s.h.; and two consecutive semesters of EDL 7999, Dissertation (3+3) for a minimum of 6 s.h. The 12 semester hours in each concentration will be chosen by the student in consultation with an advisor and/or the Program Director. The 12 semester hours in the concentrations may be comprised of required courses for licensure, a set of related courses, or a set of approved interdisciplinary courses.

Qualifying Exam: The Qualifying Exam is required after the student has completed at the 36 semester hours of required course work. The purpose of the Qualifying Examination is to enable students to continue the process that leads to the dissertation stage of the program. When students have completed 27 hours of course work they meet with the Director of the Doctoral Program to select a committee chairperson. Two additional faculty members are then selected to serve on the committee. One committee member represents the student’s area of concentration. The remaining committee members are from other areas of leadership. Students have up to 8 weeks to write up to 20 pages on each of three questions.

Admission to Candidacy: Application for admission to candidacy to the Doctoral Program in Educational Leadership may be submitted only after successful completion of the Qualifying Exam and Prospectus. Students may not begin dissertation research until admission to candidacy is approved.

Students who hold the Education Specialist from Appalachian: Students who hold earned Ed.S. degrees from Appalachian State University may be exempt from up to 30 semester hours of credit. The exemption is not automatic. Specific Ed.S. coursework that might substitute for doctoral coursework will be identified after evaluation of eligible courses by the Program Director or major advisor. All other degree requirements remain in effect. For further information on exemptions, contact the program director.
PROGRAM OF STUDY FOR THE DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP WITH A GENERAL CONCENTRATION (Major Code: 702*/13.0401; Concentration Code: 702C)

Admission Requirements: Master’s degree from an accredited college or university or the Education Specialist degree from Appalachian; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume/curriculum vitae, four letters of recommendation*, official GRE general exam scores, and official transcripts from all colleges attended; a letter of application including reasons for the applicant’s interest in the program.

* One letter must be from a chief administrative officer in the applicant’s organization.

Basic Criteria for Consideration: GRE Writing test score of 4.0 or higher.

Hours: 60 semester hours (minimum)

Required Core Courses:

- EDL 7011 Multi-Disciplinary Seminar on Emerging Issues I ......................................................... 3
- EDL 7012 Multi-Disciplinary Seminar on Emerging Issues II ......................................................... 3
- EDL 7020 Organizational and Systems Theory ....................................................................................... 3
- EDL 7025 Leadership in Organizations ................................................................................................... 3
- EDL 7030 Concepts and Constructs in Curriculum and Instruction ....................................................... 3
- EDL 7040 Educational Organizations and Technology ............................................................................... 3
- EDL 7065 Writing for the Professional Educator ....................................................................................... 3
- EDL 7099 Professional Seminar ............................................................................................................... 3
- EDL 7110 Survey of Research Methodologies in Education ..................................................................... 3
- EDL 7150 Inferential Statistics .................................................................................................................. 3
- EDL 7160 Qualitative Research Methods .................................................................................................. 3
- EDL 7190 Research Design in Education .................................................................................................. 3

REQUIRED HOURS ................................................................................................................................. 36

Internship: (6 s.h.)
The internship is a two-semester experience under the co-sponsorship of an appropriate educational agency and the Doctoral Program. The student will engage in activities designed to bring together the relationship of theory and practice.

- EDL 7900 Internship ............................................................................................................................... 3+3=6

INTERNSHIP HOURS ............................................................................................................................. 6

Dissertation: (6 s.h. minimum)
Students are required to register for 3 s.h. of Dissertation for two consecutive semesters, followed by at least 1 s.h. for every semester thereafter until the dissertation is completed. (See index for policy on completion of thesis/dissertation.)

- EDL 7999 Dissertation ........................................................................................................................... 6

DISSERTATION HOURS (minimum) .......................................................................................................... 6

Concentration Courses: (12 s.h. minimum)
Select at least 12 s.h. from the following courses: (Or, other doctoral and graduate level courses may be selected with the advice and approval of the advisor and/or the Doctoral Program Director.)

- EDL 7050 School Finance and Business Administration (3 s.h.)
- EDL 7120 Advanced Tests and Measurements (3 s.h.)
- EDL 7130 Multivariate Statistics (3 s.h.)
- EDL 7170 Program Evaluation and Policy Analysis (3 s.h.)
- EDL 7180 Advanced Qualitative Research in Education (3 s.h.)
- EDL 7500 Independent Study (Students are limited to 6 s.h.)

Up to two (2) other courses (5000 level or above) upon approval of the advisor and the Program Director (6 s.h.)

CONCENTRATION HOURS (minimum) ..................................................................................................... 12

TOTAL HOURS FOR THE EDD DEGREE (minimum) ............................................................................. 60

Dissertation: Required
Proficiency: None required
Qualifying Exam: Required
Product of Learning: None required
DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP WITH A LICENSURE CONCENTRATION
(Major Code: 702*/13.0401; Concentration Code: 702B) [T]

Admission Requirements: Master’s degree in School Administration from an accredited college or university or the Education Specialist degree in Educational Administration from Appalachian; hold or be eligible to hold a current NC superintendent’s license*, complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume/curriculum vitae, four letters of recommendation**, official GRE general exam scores, and official transcripts from all colleges attended; a letter of application including reasons for the applicant’s interest in the program.

* Applicants who are not eligible to hold superintendent’s licensure, but do hold one or more degrees leading to licensure in the public schools may either:
  (a.) Apply for a Master’s Degree in School Administration and then apply for the Doctoral Program upon receipt of the MSA, or
  (b.) Have transcripts reviewed by the MSA coordinator. Courses needed to meet principal licensure requirements will be identified by the MSA program coordinator and will be taken in addition to, or as electives in, the Ed.D. program and will be listed in the Ed.D. program of study. The courses identified must be completed along with the required doctoral program courses to be eligible for licensure recommendation as a principal and superintendent upon completion of the Ed.D. degree.

**One letter must be from a chief administrative officer in the applicant’s organization.

Basic Criteria for Consideration: GRE Writing test score of 4.0 or higher.

Hours: 60 semester hours (minimum)

Required Core Courses:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDL 7011</td>
<td>Multi-Disciplinary Seminar on Emerging Issues I</td>
<td>3</td>
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<tr>
<td>EDL 7012</td>
<td>Multi-Disciplinary Seminar on Emerging Issues II</td>
<td>3</td>
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<tr>
<td>EDL 7020</td>
<td>Organizational and Systems Theory</td>
<td>3</td>
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<tr>
<td>EDL 7025</td>
<td>Leadership in Organizations</td>
<td>3</td>
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<tr>
<td>EDL 7030</td>
<td>Concepts and Constructs in Curriculum and Instruction</td>
<td>3</td>
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<td>EDL 7040</td>
<td>Educational Organizations and Technology</td>
<td>3</td>
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<td>EDL 7065</td>
<td>Writing for the Professional Educator</td>
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<td>EDL 7099</td>
<td>Professional Seminar</td>
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<tr>
<td>EDL 7110</td>
<td>Survey of Research Methodologies in Education</td>
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<td>EDL 7150</td>
<td>Inferential Statistics</td>
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<td>EDL 7160</td>
<td>Qualitative Research Methods</td>
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<tr>
<td>EDL 7190</td>
<td>Research Design in Education</td>
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</table>

**REQUIRED HOURS** .................................................................................. 36

Internship: (6 s.h.)
The internship is a two-semester experience under the co-sponsorship of an appropriate educational agency and the Doctoral Program. The student will engage in activities designed to bring together the relationship of theory and practice.

<table>
<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>EDL 7900</td>
<td>Internship</td>
<td>3+3=6</td>
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</tbody>
</table>

**INTERNSHIP HOURS** .................................................................................. 6

Dissertation: (6 s.h. minimum)
Students are required to register for 3 s.h. of Dissertation for two consecutive semesters, followed by at least 1 s.h. for every semester thereafter until the dissertation is completed. (See index for policy on completion of thesis/dissertation.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>EDL 7999</td>
<td>Dissertation (minimum)</td>
<td>6</td>
</tr>
</tbody>
</table>

**DISSERTATION HOURS** .................................................................................. 6
Concentration Courses: (12 s.h. minimum)

Students will select a minimum of 12 s.h. from the following list of courses, or from other doctoral and graduate level courses, with the advice and approval of the advisor and/or the Doctoral Program Director. Courses marked with an * are required of all students who do not hold the MSA degree and/or principal licensure along with other required courses that may be identified based on review of the student’s transcripts by the MSA program coordinator. Courses marked with two ** are required of all students not currently holding a superintendent license along with other required courses that may have been identified based on a review of the student’s transcript.

- CI 7130 Investigations into Curriculum and Instruction Problems (3 s.h.)
- CI 7131 Emerging Issues in Curriculum and Instruction (3 s.h.)
- CI 7132 Reflective Supervision of Curriculum and Instruction (3 s.h.)
- EDL 7050 School Finance and Business Administration (3 s.h.)
- EDL 7120 Advanced Tests and Measurements (3 s.h.)
- EDL 7130 Multivariate Statistics (3 s.h.)
- EDL 7170 Program Evaluation and Policy Analysis (3 s.h.)
- EDL 7180 Advanced Qualitative Research in Education (3 s.h.)
- EDL 7500 Independent Study (Students are limited to 6 s.h.)
- LSA 5030* The Principalship (3 s.h.)
- LSA 6180** School Finance (3 s.h.)
- LSA 6300** Personnel Administration in Education (3 s.h.)
- LSA 6491** Educational Facilities (3 s.h.)
- RE 7570 Administering Reading/Language Arts Programs: The Research Base (3 s.h.)
- RE 7710 Improving Reading/Language Arts Instruction in the Schools: Problem-Solving Seminar for Administrators (3 s.h.)
- RES 5560* Classroom Assessment (3 s.h.)
- SPE 7120 Issues and Trends in Special Education (3 s.h.)
- SPE 7121 Organizational Design and Implementation of Special Education Programs ... (3 s.h.)

Up to two (2) other courses (5000 level or above) upon approval of the advisor and the Program Director (6 s.h.)

CONCENTRATION HOURS (minimum) ................................................. 12

TOTAL HOURS FOR THE EDD DEGREE (minimum) ....................... 60

Dissertation: Required
Proficiency: None required
Qualifying Exam: Required
Product of Learning: None required

GRADUATE COURSES IN EDUCATIONAL LEADERSHIP (EDL)

EDL 7011. Multi-Disciplinary Seminar on Emerging Issues I/3. A multi-disciplinary seminar to examine current and emerging issues in society and their impact on public education. The course draws upon readings from a variety of disciplines for students to examine and to reflectively explore fundamental questions about: the nature and purpose of education; how educators conceive of and understand teaching and learning in schools and classrooms; and how educational leaders conceive of and understand the complex relations between schools, teachers, learners, and curriculum.

EDL 7012. Multi-Disciplinary Seminar on Emerging Issues II/3. A continuation of EDL 7011. This seminar will feature different professional disciplines in developing an understanding of the context of public school administration. The seminar will include comprehensive treatments of how leaders use information in shaping and communicating their vision and values throughout organizations. Students will be expected to assume more responsibility for building responses to issues presented in this seminar.

EDL 7020. Organizational and Systems Theory/3. On Demand. This course will integrate essential features of research in organizational theory with the more recent developments in systems theory. How people and groups organize to accomplish tasks will be combined with how organizations combine to form systems. A special feature of the course will be its treatment of organizations and systems for public, non-profit enterprises. Models and case studies will be featured.
EDL 7025. Leadership in Organizations/(3).F. Brings into coherent form the application of leadership principles to organizations. Leadership is seen as the mechanism for putting both organizational and system theories into action, to enhance school environments, and to sustain structures for change. Extensive use of case studies will be featured.

EDL 7030. Concepts and Constructs in Curriculum and Instruction/(3).S. Designed to explore and critically examine the structure, concepts, issues and decisions underlying curriculum and instructional thought as practiced in public schools. Instruction will utilize a polylocal conspectus, study of cases, simulation, and jurisprudential experiences. Included in the products used to evaluate student performance are: development of cases, impact statements, literature reviews, and similar projects.

EDL 7040. Educational Organizations and Technology/(3).F. Students in this course will develop strategies for forming and implementing a vision for incorporating computer and communications technologies into educational settings. They will have an opportunity, as current and future educational leaders, to investigate examples of these technologies in schools and other educational settings. These experiences, combined with appropriate leadership skills, will enable current and future educational leaders to successfully plan for and implement computer and communications technologies into their respective educational settings.

EDL 7050. School Finance and Business Administration/(3).F. Designed to examine current practices in public finance. Emphasis will be placed on the funding for public schools, and the relationship of that funding to the support for other public and private agencies. Demographics and political trends will be used to project funding needs for planning purposes. The course also examines the application of current management practices to the business administration function of public school administration. Particular emphasis is placed on the relationship between facilities planning and funding practices in public education.

EDL 7065. Writing for the Professional Educator/(3).S. This course is designed for professional educators seeking to gain knowledge and skill in using writing effectively as a major component of leadership and management in educational settings. Topics include understanding the writing process in professional settings, tailoring messages for audience and purpose, using different forms of writing in the profession, applying technology tools for writing, and understanding the relationship between writing and speaking in developing communication effectiveness as a leader.

EDL 7099. Professional Seminar/(1).F;S. The purpose of this seminar is to provide doctoral students an opportunity to discuss topics arising from course work; to report on internships and research assistantships; and to explore possible dissertation topics. Individual faculty and faculty panels will, from time to time, join the seminar to discuss their research. Seminar students will develop a portfolio reflecting the development of dissertation topics. The portfolio will provide students a means by which they can present evidence of their progress for consideration by advisors and other faculty. Students should expect to maintain the portfolio throughout their course work. Graded on an S/U basis. (Students are required to take EDL 7099, Professional Seminar, for three semesters, for a total of three credit hours.)

EDL 7110. Survey of Research Methodologies in Education/(3).F. The course provides students with the requisite skills for reading and understanding contemporary research in education, and examining researchers’ motivations for selecting particular research and assessment methodologies. The course will acquaint students with the wide variety of sources of research journals; to a variety of available databases; to a variety of available measurement and assessment instruments; and to a wide range of methodological applications in education. The research examples will be from the wide area of educational leadership.

EDL 7120. Advanced Tests and Measurements/(3).On Demand. Familiarize advanced graduate students with the techniques of instrument construction and validation and with the analysis of scores obtained from psychometric instruments. Techniques for designing survey instruments and tests of achievement and the analysis of the results of interest and personality inventories and other mental measurements will be covered. Prerequisite: EDL 7110 or equivalent.

EDL 7130. Multivariate Statistics/(3).On Demand. Emphasizes the use of statistical tools to organize and analyze large and complex data bases using multiple correlation, factor analysis, cluster analysis, discriminant analysis, and trend analysis techniques. Prerequisite: EDL 7110 or equivalent.

EDL 7150. Inferential Statistics/(3).On Demand. Deals with the application of parametric and non-parametric techniques in hypothesis testing and other inferential situations. The course includes some basic hypothesis testing theory, as well as theory involving various well known types of distributions of data. Students will have the opportunity to learn techniques for determining probability estimates in hypothesis testing and will also be required to use the Statistical Package...
EDL 7160. Qualitative Research Methods/(3). This course emphasizes qualitative methods of data analysis and collection and how they can be compared and contrasted to quantitative research. Students will be expected to learn a variety of observational methods and interview techniques. Selecting from these methods, students will design and implement their own research projects. This course will emphasize the process of producing and interpreting qualitative research by critically examining the intricate relationships between theories, hypotheses, variables, and data. Prerequisites are an introductory course in tests and measurements, an introductory descriptive statistics course, and a course in inferential statistics.

EDL 7170. Program Evaluation and Policy Analysis/(3).S. This course provides a broad survey of educational evaluation theory and practice, and the relationship of evaluation to educational policy analysis, along with practical experience in designing educational evaluations and policy studies. The course begins with an examination of the historical underpinnings of educational evaluation and policy analysis, their role in improving education, their points of distinction from other forms of systematic inquiry, and the origins of the variety of alternative conceptions of evaluation and policy analysis in practice today. This examination is followed by an in-depth study of a variety of evaluation and policy analysis models.

EDL 7180. Advanced Qualitative Research in Education/(3).S. The course provides students with advanced knowledge (i.e., the theoretical bases) and skills in qualitative research. Advanced-level analysis and interpretation, linked with the theoretical underpinnings of both general qualitative research and the doctoral student’s particular preferred method, will be a central focus of this course. Individual attention will be given to the students, to the extent possible. Honing of the student’s writing (i.e., presentation/ representation of a qualitative study) will also be a prominent aspect of this course. Students will undertake a small-scale qualitative study in this course in order to concretize and apply the concepts and practice the skills learned.

EDL 7190. Research Design in Education/(3).F. This course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research in education. Topics will include conceptualizing educational research, writing research proposals, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, and drawing inferences. Students who successfully complete the course will be able to make proper decisions regarding appropriate designs and methods for investigating different research questions, and will be able to plan and implement a research project for their dissertations.

EDL 7500. Independent Study/(1-3).On Demand.

EDL 7530-7549. Selected Topics/(1-4).On Demand.

EDL 7900. Internship/(3-6).On Demand. The internship is a full-year experience under the co-sponsorship of an appropriate educational agency and Appalachian State University. The student will engage in activities designed to bring the relationship of theory and practice into clear focus. Attendance at seminars on campus will be required. Graded on an S/U basis.

EDL 7989. Doctoral Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing doctoral research. Graded on an S/U basis. EDL 7989 does not count toward a degree.

EDL 7999. Dissertation/(1-9).On Demand. Students must complete a minimum of 6 s.h. to satisfy the Ed.D. degree requirements. Students are advised to register for 3 s.h. for two consecutive semesters to complete requirements. If requirements are not complete at this time, students will continue to register for a minimum of 1 s.h. until the dissertation is complete. Graded on an S/U basis.
Master of Arts in Educational Media – Instructional Technology/Computers

Department of Leadership and Educational Studies
Reich College of Education

J. Bryan Brooks, Chair and Associate Professor
Ed.D., North Carolina State University
BrooksJB@appstate.edu

Richard E. Riedl, Assistant Chair, Program Director, and Professor
Ph.D., Arizona State University
RiedlRE@appstate.edu

http://www.ced.appstate.edu/departments/les/

The Department of Leadership and Educational Studies offers the following graduate programs in Educational Media and related topics:

Master of Arts in Educational Media (Major Code: 437*/13.0501), with two concentrations:
  Instructional Technology Specialist/Computers (437D)[T]
  Instructional Technology Specialist/Computers, General (437E)

The Department of Curriculum and Instruction offers other concentrations in the MA degree and two graduate certificates related to educational media, which are described in the next section of this bulletin:

Master of Arts in Educational Media (Major Code: 434*/13.0501), with three concentrations:
  Instructional Technology Specialist/Media Literacy (434G)
  Instructional Technology Specialist/Media Production (434F) -- closed; contact department for information.
  Instructional Technology Specialist/New Media and Global Education (434H)

Graduate Certificate in Educational Media/Instructional Technology: Web-Based Distance Learning (419A/13.0501)
Graduate Certificate in Media Literacy (424A/13.0501)

The Department of Leadership and Educational Studies also offers graduate programs in Higher Education, Library Science, and School Administration. These programs are detailed under separate headings in this bulletin.

The Department of Leadership and Educational Studies serves the education community and the public through:
- foundations of education courses for teacher education majors
- research courses to help students develop skills and knowledge needed to understand the design, implementation, and evaluation of educational research
- graduate programs in public school administration; community college and higher education administration, teaching, developmental education and adult education; library science; and educational media/instructional technology

Courses in the following disciplines are offered through the Department of Leadership and Educational Studies:
  FDN: educational foundations courses
  HE: higher education courses (see the Higher Education program for course descriptions)
  ITC: instructional technology and computers courses
  LIB: library science courses (see the Library Science program for course descriptions)
  LSA: leadership in school administration courses (see the School Administration program for course descriptions)
  RES: educational research courses

In addition, the Educational Media program includes coursework offered by other departments as follows:
  CI: curriculum and instruction courses (see the Curriculum Specialist program for course descriptions)
  RE: reading education courses (see the Reading Education program for course descriptions)
  SPE: special education courses (see the Special Education program for course descriptions)

The Master of Arts in Educational Media provides an innovative blending of learning opportunities in the design, production, application, and evaluation of a broad range of media and technology. Students are encouraged to pursue work in both traditional and emerging technologies related to all aspects of educational media. Graduates of the program will be prepared to assume leadership roles in various fields of media and technology. The range of possibilities for students in the five concentrations includes the study of multimedia systems, educational computing, video production, photography, digital image acquisition and manipulation, as well as media literacy, instructional design and telecommunications systems. The Instructional Technology Specialist/Computers concentration (437D)[T] offers North Carolina Advanced Licensure in Computers (077).
A NC Endorsement in Computer Education/Technology Facilitator (079) based on 18 s.h. of appropriate credit in computer education is available (No licensure is issued in computer education.). This endorsement is limited to teaching assignments and can only be added to existing teaching areas. Unlike most other endorsements, it is not limited to less than half-time teaching assignments, and it can be issued at the graduate level if the licensure holder has earned the Master of Arts in Educational Media (437*/13.0501) with a concentration in Instructional Technology Specialist/Computers (437D)[T].

**General Information for All Students:** A student working toward a degree and/or licensure in the Department of Leadership and Educational Studies must develop her/his Program of Study in consultation with an approved advisor. Candidacy forms must be submitted to the Office of Graduate Studies and Research before the student has completed 12 semester hours of course work. Degree students taking courses without being officially assigned an advisor and receiving the advisor’s approval do so at the risk of not having the courses approved as part of the degree program.

All electives must be approved by the student’s advisor in all programs. Students pursuing or holding graduate degrees in other departments, and also seeking administration and supervision licensure, must take the necessary courses and internship prescribed by the Department of Leadership and Educational Studies.

**Location of Program:** Off-campus cohorts are started periodically, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Extension and Distance Education: http://www.ext-dl.appstate.edu.
EDUCATIONAL MEDIA – INSTRUCTIONAL TECHNOLOGY COMPUTERS

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PROGRAM OF STUDY FOR THE MASTER OF ARTS IN EDUCATIONAL MEDIA (Major Code: 437*/13.0501)

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended; prerequisite course (CS 1440 Computer Science 1, 4 s.h.); other evidence may be requested: personal interview; previous professional training; professional goals; prior success in teaching, computer technology, or related fields; commitment to engage in graduate education.

Applicants Seeking Licensure (437D Concentration): North Carolina “A” license or the equivalent from another state is required.

Basic Criteria for Consideration: GPA and GRE or MAT scores. No minimums have been established.

Hours: 36 semester hours

Location: Off-Campus cohorts begin periodically, and follow a part-time extended format.

Required Core Courses: (9 s.h.)
- CI 5630 Instructional Technology .................................................................3
- ITC 5220 Computers in Educational Settings ..............................................3
- Choose one research course from the following ............................................3
  - RES 5000 Research Methods (3 s.h.)
  - CI/RE/RES/SPE 5040 Teacher as Researcher (3 s.h.)

REQUIRED HOURS .................................................................................. 9

Concentration: (CHOOSE ONE)

INSTRUCTIONAL TECHNOLOGY SPEC./COMPUTERS (437D)
This concentration leads to North Carolina Licensure (077) and North Carolina endorsement in Computer Education/Technology Facilitator (079).

+Advanced Licensure: Requirements for this concentration were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.
- CI 5055 Connecting Learners and Subject Matter ........................................ 3
- CI/LSA 5585 Teacher Leadership and School Improvement ................................ 3
- ITC 5320 Telecommunications Technologies in Education .......................... 3
- ITC 5420 Hypermedia in Instruction ............................................................ 3
- ITC 5620 Integrating Computer Technology into Instruction ...................... 3
- ITC 5720 Planning for Instructional Technology in Schools ....................... 3
- ITC 5900 Internship in Educational Computing ........................................... 3
- Choose one of the following courses ............................................................ 3
  - CI 5921 Instructional Design (3 s.h.)
  - ITC 5630 Advanced Web Design for Educators (3 s.h.)

Choose one of the following courses ................................................................ 3
- LSA 5999 Thesis (3 s.h.)
- Approved Elective (3 s.h. at 5000 level or above)

INSTRUCTIONAL TECHNOLOGY SPEC./COMPUTERS GENERAL (437E)
This concentration does not lead to licensure or endorsement.

27 s.h. of graduate study will be developed with the advice and approval of the graduate advisor.

CONCENTRATION HOURS ........................................................................ 27

TOTAL HOURS FOR THE MA DEGREE .................................................. 36

Thesis: Optional in the licensure concentration (437D); not required in the general concentration (437E)

Proficiency: None required

Comprehensive: Oral and Written Exams in the licensure concentration (437D); Oral and/or Portfolio Review in the general concentration (437E)

Product of Learning: Required only in the licensure concentration (437D)
GRADUATE COURSES IN FOUNDATIONS OF EDUCATION (FDN)


FDN 5530-5549. Selected Topics/(1-4).On Demand. Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of six hours credit.

FDN 5800. History of American Education/(3).S. A study of the historical development of education in the United States. Special emphasis is given to educational concepts and practices as they relate to political, social, and cultural development in the growth of a system of public education.

FDN 5801. Education of the Culturally Diverse/(3).F. A general survey of situations encountered by the teacher in a culturally diverse society. An emphasis on the development of the empathetic teacher and the creation of teacher strategies and materials. [Dual-listed with FDN 4800.]

FDN 5810. Education in Appalachian America/(3).S. A course designed to assist the teacher of mountain children in understanding the pupil and school in the Appalachian culture. Various Appalachian cultural descriptors and their effect on schooling will be discussed with attention to the creation of teaching strategies and materials. [Dual-listed with FDN 4810.]

FDN 5840. Social and Philosophical Foundations of Education/(3).F;S. An examination of the philosophical assumptions which appear to influence education policy decisions and an examination of social forces which impact on education - particularly the process we call schooling. Inquiry into significant social and philosophical issues in education is a major component.

FDN 5861. History of Postsecondary Education in America/(3).F. The study of the development of colleges and universities, community, junior, and technical colleges; and the adult and community education movements. The impact of movement in education, internationally on the development of postsecondary education in America are explored. The study of current issues and problems in postsecondary education is included.

FDN 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. FDN 5989 does not count toward a degree.

FDN 5999. Thesis/(3-4).On Demand. For (077) Instructional Technology Specialist only. Graded on an S/U basis.


FDN 6530-6549. Selected Topics/(1-4).On Demand.

FDN 6600. Historical Survey of Reading Education/(3).F. Provides student with breadth and depth in the evolution of the field of reading. History of the field will be studied along the following subdivisions: 1) sociology of reading, 2) physiology and psychology of reading, and 3) pedagogy of reading.

GRADUATE COURSES IN INSTRUCTIONAL TECHNOLOGY/COMPUTERS (ITC)

ITC 5220. Computers in Educational Settings/(2-3).F. Exploration of the various roles of computers in instructional, service and clinical settings. Students enrolling for two credit hours must register for a one credit hour program area course. Students enrolling for three credit hours continue in FDN 5220 focusing on computer use in a program area. Prerequisite: competency in the use of the micro-computer and word processing or by permission of the instructor.

ITC 5320. Telecommunications Technologies in Education/(3).On Demand. The exploration of telecommunications in the learning environment, including attributes of learning activities that take advantage of telecommunications facilities, establishing and running learning activities using telecommunications technologies, types of technologies and networks available, setting up telecommunications connections, and maintaining telecommunications facilities.
ITC 5420. Hypermedia in Instruction/(3). On Demand. Exploration of the various forms of hypermedia available to educators and their role in the learning setting. Particular attention will be given to the development of learning activities that take advantage of the hypermedia environment.

ITC 5430. Issues in Learning with Computers/(3). On Demand. Students will explore selected issues related to the use of computer technology in learning settings from several perspectives and be asked to identify actions that may be effective related to those issues. Topics addressed in the class will be selected from current issues having significant impact in learning settings.


ITC 5530-5549. Selected Topics/(1-4). On Demand. Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of six hours credit.

ITC 5620. Integrating Computer Technology into Instruction/(3). On Demand. The study of processes that facilitate the incorporation of computer capabilities into the K-12 school curriculum, including the identification of appropriate instructional settings for computer use and the means to support teachers as they introduce the use of computers into the curriculum. Special emphasis will be placed on the development of the use of the computer as a tool that enables learning.

ITC 5630. Advanced Web Design for Education/(3). On Demand. Explores web page designs and elements that support the development of interactive web-based learning activities, tools, techniques, and trends in educational web site design. Appropriate for students with advanced interest and skill in the design of interactive, pedagogically-sound web sites, especially those which support student learning and online courses.

ITC 5720. Planning for Instructional Technology in Schools/(3). On Demand. The development of technology plans for existing and future schools that incorporate current levels of technology and allow for the growth into new technologies. Included will be the evaluation of hardware and software and the development of networking systems.

ITC 5900. Internship in Educational Computing/(2-6). On Demand. Supervised experiences of leadership and management under the direction of competent personnel or study of problems in a public school, public school system, or other appropriate agency/institution. Graded on an S/U basis.

RES 5000. Research Methods/(3). F;S. The primary purpose of this course is to enable practitioners to read, interpret, and conduct research aimed at improving their practice in their professions. The course includes a study of research methods, encompassing those used in action research, experimental, non-experimental, and qualitative research, evaluation, and policy analysis designs.

RES 5040. Teacher as Researcher/(3). F;S. This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research. (Same as CI 5040/RE 5040/SPE 5040.)

RES 5070. School-Based Evaluation and School Improvement Planning/(3). On Demand. This course is designed to equip the local school administrator with the tools necessary for designing and carrying-out school-based evaluation and for designing and implementing a school-improvement plan based on evaluation data. Students examine a variety of evaluation models, define school-improvement goals and objectives amenable to empirical data collection, select appropriate evaluation methodologies and data-analytic procedures, and develop an overall evaluation design and school-improvement plan based on real or simulated school- and district-based information.

RES 5530-5549. Selected Topics/(1-4). On Demand. Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of six hours credit.

RES 5560. Classroom Assessment/(3). F;S. This course is a survey of key measurement and assessment concepts needed by classroom teachers. It focuses on developing and using classroom assessments, including informal observations, that are linked to instructional objectives and classroom practices, and on the interpretation of state-mandated, formal assessments. Traditional forms of assessment along with newer forms of assessment, including performance and portfolio assessments, are emphasized. Each student will be required to complete an action research project related to classroom assessment practices.

RES 5600. Educational Statistics/(3). F;S. A study of descriptive statistics, correlational techniques, and simple regression as applied to practice and research in education and counseling. Instruction in and extensive use of SPSS statistical package included. [Dual-listed with FDN 4600.]

RES 6000. Advanced Research Methods, Design and Application/(3). F;S. This course provides advanced guided study in the foundations for and practice of research methods in social and behavioral sciences. Emphasis will be placed on students becoming both critical consumers of educational and human services research literature and practitioners capable of conducting research. The course will assist in developing and strengthening students’ capacity for and professional application of research in assessment, accountability and data-informed decision making. The course also prepares students to design research that may be required for advanced graduate degrees.
Master of Arts in Educational Media – Media Literacy; Media Production; New Media and Global Education

Graduate Certificate in Educational Media/Instructional Technology: Web-Based Distance Learning

Graduate Certificate in Media Literacy

Department of Curriculum and Instruction
Reich College of Education

Michael G. Jacobson, Chair and Professor
Ph.D., Michigan State University

David M. Considine, Program Director, Certificate Coordinator for Media Literacy, and Professor
Ph.D., University of Wisconsin at Madison

The Master of Arts in Educational Media is housed jointly in the Department of Curriculum and Instruction and the Department of Leadership and Educational Studies. The program provides an innovative blend of learning opportunities in the design, production, application, and evaluation of a broad range of technology and media. Students are encouraged to pursue work in both traditional and emerging technologies related to all aspects of educational media. Graduates of the program will be prepared to assume leadership roles in various fields of media and technology.

The Department of Curriculum and Instruction offers the following graduate programs in Educational Media and related topics:

- Master of Arts in Educational Media (Major Code: 434*/13.0501), with three concentrations:
  - Instructional Technology Specialist/Media Literacy (434G)
  - Instructional Technology Specialist/Media Production (434F) -- closed; contact department for information.
  - Instructional Technology Specialist/New Media and Global Education (434H)

- Graduate Certificate in Educational Media/Instructional Technology: Web-Based Distance Learning (419A/13.0501)

- Graduate Certificate in Media Literacy

The Department of Leadership and Educational Studies offers other concentrations in the MA degree, which are described in the previous section of this bulletin:

- Master of Arts in Educational Media (Major Code: 437*/13.0501), with two concentrations:
  - Instructional Technology Specialist/Computers (437D)[T]
  - Instructional Technology Specialist/Computers, General (437E)

Courses in the following disciplines are offered through the Department of Curriculum and Instruction:

- BE: business education (see the Curriculum Specialist program for course listing)
- CI: curriculum and instruction
- HED: health education (see the Curriculum Specialist program for course listing)

In addition, the Educational Media program includes coursework offered by other departments as follows:

- ENG: English courses (see the English program for course descriptions)
- ITC: instructional technology and computers courses (see the School Administration program for course descriptions)
- RES: educational research courses (see the School Administration program for course descriptions)

The Media Literacy concentration develops the technical and intellectual skills to successfully utilize and critique traditional and emerging mass media formats and information technologies. Particular emphasis is placed upon the impact and influence of media content and format on school and society, students and citizens. Attention is also given to issues of media ownership and media audiences. Graduates of the program will be prepared to foster media literacy initiatives, projects and curriculum development in a variety of educational settings. This concentration does not lead to North Carolina licensure.

The New Media and Global Education concentration offers students the opportunity to gain technical, aesthetic, and intellectual skills and perspectives to analyze and develop online environments utilizing the new media. The program of study engages the learner in constructivist learning environments and global learning communities. Emphasis is placed upon cultural diversity and the analysis of new media environments from a global perspective. Particular emphasis is placed upon...
the analysis of new media in light of educational, cultural and social forces within a digital global network. This concentration does not lead to North Carolina Licensure. The program seeks to develop creative professionals who:

1. Have developed a conceptual and functional understanding of new media, the Internet and global education as it relates to its emerging role in education, training, and faculty/staff development;
2. Have developed production skills in the development of Internet resources and distance education programs;
3. Are skilled in the instructional design process;
4. Are sensitive and aware of various cultural and pedagogical issues related to the Internet, education, training, and globalization;
5. Provide leadership to educational environments concerning the new media and global education at all levels; and
6. Have a theoretical grounding for educational technology and its history and role in education.

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN EDUCATIONAL MEDIA INSTRUCTIONAL TECHNOLOGY: WEB-BASED DISTANCE LEARNING (419A/13.0501)

Admission Requirements: Baccalaureate degree in from an accredited college or university; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu], including resume, and official transcripts for baccalaureate degree.

Hours: 15 semester hours  
Location: On Campus and/or On Line

Required Courses:

- CI 5643 Advanced Production and Portfolio .......................................................... 3
- Approved electives (chosen in consultation with an advisor) ........................................ 12

Suggested Electives:

- CI 5630 Instructional Technology (3 s.h.)
- CI 5552 Advanced Video Production (3 s.h.)
- CI 5921 Communication Theory and Instructional Design (3 s.h.)
- CI 5930 Instructional Graphics (3 s.h.)
- CI 5530 Selected Topics (1-4 s.h.)
- ITC 5320 Telecommunications Technology in Education (3 s.h.)
- ITC 5420 Hypermedia in Instruction (3 s.h.)

TOTAL HOURS FOR THE CERTIFICATE ................................................................. 15

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN MEDIA LITERACY (424A/13.0501)

Admission Requirements: Baccalaureate degree in from an accredited college or university; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu], including resume, and official transcripts for baccalaureate degree.

Hours: 18 semester hours  
Location: On Campus

Required Courses:

- CI 5630 Instructional Technology .......................................................... 3
- CI 5635 Media Literacy and Curriculum Development ........................................... 3
- CI 5830 Media Literacy ......................................................................................... 3
- CI 5940 Media: Image and Influence ................................................................. 3

Approved electives (6 hours of classes emphasizing media design/production) .............. 6

Suggested Electives:

- CI 5770 Intermediate Photography and Digital Imaging (3 s.h.)
- CI 5552 Advanced Video Production (3 s.h.)
- CI 5642 Web Page Design and Development (3 s.h.)
- CI 5644 Developing Virtual Learning Environments (3 s.h.)

TOTAL HOURS FOR THE CERTIFICATE ................................................................. 18
EDUCATIONAL MEDIA — MEDIA LITERACY; NEW MEDIA AND GLOBAL EDUCATION

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PROGRAM OF STUDY FOR THE MASTER OF ARTS IN EDUCATIONAL MEDIA/INSTRUCTIONAL TECHNOLOGY WITH A CONCENTRATION IN MEDIA LITERACY (Major Code: 434*/13.0501; Concentration Code: 434G)

Admission Requirements: Baccalaureate degree from an accredited college or university; North Carolina “A” license or the equivalent from another state; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: GPA of 3.0 in the last 60 hours of undergraduate work and official GRE or MAT scores. OR

Cumulative undergraduate GPA or last-60-hours GPA below 3.0 but at least 2.7, and 1) official MAT score of 349, 2) official GRE V + GRE Q = 800, or 3) GRE Writing score of 3.5 in combination with GREV or GREQ of 400.

Hours: 36 semester hours  
Location: On Campus

Required Core Courses: (9 s.h.)  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 5630</td>
<td>Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>RES 5000</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ITC 5220</td>
<td>Computers in Educational Settings</td>
<td>3</td>
</tr>
</tbody>
</table>

REQUIRED HOURS: ............................................. 9

Required Concentration Courses: (9 s.h.)  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 5635</td>
<td>Media Literacy and Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>CI 5830</td>
<td>Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CI 5940</td>
<td>Media: Image and Influence</td>
<td>3</td>
</tr>
</tbody>
</table>

CONCENTRATION HOURS: ............................................. 9

Design and Production Courses: (6-12 s.h.)  
These courses can be selected from the following or they may include courses in another department or college approved by the concentration committee:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 5200</td>
<td>Multi-Media/Image Production</td>
<td>3</td>
</tr>
<tr>
<td>CI 5552</td>
<td>Advanced Video Production</td>
<td>3</td>
</tr>
<tr>
<td>CI 5642</td>
<td>Intro to Web Page Design and Development for Education</td>
<td>3</td>
</tr>
<tr>
<td>CI 5770</td>
<td>Intermediate Photography and Digital Imaging</td>
<td>3</td>
</tr>
</tbody>
</table>

DESIGN AND PRODUCTION HOURS: ............................................. 6-12

Thesis, Portfolio, or Project: (3-6 s.h.)  
Serving as a culminating experience, students may opt to distill the essence of media literacy in a thesis (CI 5999), a portfolio (CI 5xxx), or a media production project* under the supervision of a faculty advisor. (*Students may not use 5989 for this purpose.)

THESIS / PORTFOLIO / PROJECT HOURS: ............................................. 3-6

Electives:  
Students may take up to 9 hours of media-related courses, including selected topics, from outside of the department or college as approved by the concentration committee. These include but are not restricted to:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 5950</td>
<td>Non-fiction Film and Video</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5530</td>
<td>Hollywood Appalachia</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5640</td>
<td>Cultural Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5650</td>
<td>Gender Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

ELECTIVE HOURS: ............................................. 0-9

TOTAL HOURS FOR THE MA DEGREE: ............................................. 36

Thesis: Optional  
Proficiency: None required  
Comprehensive: Oral and/or Portfolio Review  
Product of Learning: None required
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN EDUCATIONAL MEDIA/INSTRUCTIONAL TECHNOLOGY SPECIALIST WITH A CONCENTRATION IN MEDIA PRODUCTION (Major Code: 434*/13.0501; Concentration Code: 434F)****

****THIS CONCENTRATION IS NOT ACCEPTING APPLICATIONS. Contact Dr. Jacobson for information.

Admission Requirements: Baccalaureate degree in from an accredited college or university; North Carolina “A” license or the equivalent from another state; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: GPA of 3.0 in the last 60 hours of undergraduate work and official GRE or MAT scores. OR Cumulative undergraduate GPA or last-60-hours GPA below 3.0 but at least 2.7, and 1) official MAT score of 349, 2) official GRE V + GRE Q = 800, or 3) GRE Writing score of 3.5 in combination with GREV or GREQ of 400.

Hours: 36 semester hours
Location: On Campus

Required Core Courses:
- CI 5630 Instructional Technology ................................................................. 3
- RES 5000 Research Methods ............................................................................ 3
- ITC 5220 Computers in Educational Settings .................................................. 3

REQUIRED HOURS .................................................................................. 9

*Required Concentration Courses: (27 s.h.)
The 27 semester hours (5000 level or above) of graduate study will be developed with the advice and approval of the graduate advisor, and includes 18 semester hours in media production and 9 semester hours of electives.

*Students must meet with the graduate advisor upon acceptance into the program and before registering for courses. A program of study must be developed near the beginning of the program with the advice and approval of the graduate advisor and the departmental chair.

CONCENTRATION HOURS ...................................................................... 27

TOTAL HOURS FOR THE MA DEGREE ............................................... 36

Thesis: None required
Proficiency: None required
Comprehensive: Oral and/or Portfolio Review
Product of Learning: None required
Program of Study for the Master of Arts in Educational Media/Instructional Technology Specialist with a Concentration in New Media and Global Education

(Major Code: 434*/13.0501; Concentration Code: 434H)

Admission Requirements: Baccalaureate degree in from an accredited college or university; North Carolina “A” license or the equivalent from another state; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE or MAT scores. OR Cumulative undergraduate GPA or last-60-hours GPA below 3.0 but at least 2.7, and 1) official MAT score of 349, 2) official GRE V + GRE Q = 800, or 3) GRE Writing score of 3.5 in combination with GREV or GREQ of 400.

Hours: 36 semester hours  Location: On Campus and/or On Line

Required Courses:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 5630</td>
<td>Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>RES 5000</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ITC 5220</td>
<td>Computers in Educational Settings</td>
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**REQUIRED HOURS**.................................................................9

Concentration Courses:

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<tr>
<td>CI 5200</td>
<td>Multi-Media/Image Production</td>
<td>3</td>
</tr>
<tr>
<td>CI 5636</td>
<td>Emerging Issues and Trends in Media and Technology</td>
<td>3</td>
</tr>
<tr>
<td>CI 5642</td>
<td>Intro to Web Page Design and Development for Education</td>
<td>3</td>
</tr>
<tr>
<td>CI 5643</td>
<td>Advanced Production and Portfolio</td>
<td>3</td>
</tr>
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**CONCENTRATION HOURS**.....................................................12

Electives:

Students may take up to 15 s.h. of electives, including selected topics, as approved by the faculty advisor. These may include, but are not restricted to:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CI 5636</td>
<td>Emerging Issues and Trends in Media and Technology</td>
<td>3-6</td>
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<tr>
<td>CI 5830</td>
<td>Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CI 5921</td>
<td>Instructional Design</td>
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</table>

Other elective(s) (5000 level or above) as approved by the faculty advisor.................................................3-6

**ELECTIVE HOURS**..................................................................15

TOTAL HOURS FOR THE MA DEGREE ...........................................36

Thesis: None required

Proficiency: English is required.

Comprehensive: Oral and/or Portfolio Review

Product of Learning: None required
GRADUATE COURSES IN CURRICULUM AND INSTRUCTION (CI)

CI 5040. Teacher as Researcher/(3).F;S. This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research. (Same as FDN 5040/RE 5040/SPE 5040.)

CI 5045. Advanced Topics in Diversity/(3).F;S. A framework of theories on diversity and multicultural issues is constructed in this course. From these theories, practical applications will be derived. Research focusing on creating productive and equitable learning environments, on best practices collaboration, and on instructional accommodations and modifications will be examined. (Same as SPE 5045.)

CI 5050. Supervision of Instruction/(2-3).S. A study of the nature and function of supervision, recent trends, teacher involvement in policy formation, the organization and techniques used in supervision.

CI 5055. Connecting Learners and Subject Matter/(3).F;S. This course connects the examination of curriculum foundations and models of the school learner and educational goals with an intense study of research-based, exemplary instructional strategies focused on learning and achievement. Primary focus is on: 1) organizing, implementing, and evaluating school curriculum; 2) implementing, reflecting on, and evaluating instructional planning; and 3) integrating technology for meaningful learning.

CI 5060. Curriculum Planning/(2-3).F;S. A study of principles, effective practices, and techniques appropriate for overall curriculum planning.

CI 5111. Advanced Developmental Assessment and Program Evaluation for Children/(3).F. This course is designed to provide students with skills and knowledge in assessing the development of children, and the interests, concerns, and priorities of families. Students will collect data for the purpose of monitoring children’s progress, family outcomes, and program effectiveness. (Same as FCS 5111/SPE 5111.)

CI 5112. Advanced Developmental Curriculum and Instruction for Young Children/(3).S. This course is designed to provide students with advanced skills and knowledge in application of a research base to design, adapt and evaluate curriculum and environments suitable for the integration of infants, toddlers, preschool and kindergarten children of various developmental levels and abilities in inclusive settings. (Same as FCS 5112/SPE 5112.)

CI 5113. Seminar: Issues in Birth through Kindergarten Education/(3).F. This seminar is designed to build leadership skills to enable the student to consult and collaborate with other professionals. It will permit the development of depth and breadth in professional growth as well, and provide the foundation for life-long learning for the advancement of knowledge in the field of early childhood education and early intervention. (Same as FCS 5113/SPE 5113.)

CI 5130. Recent Trends and Issues in Education/(2).F;S. This course is designed to assist participants in becoming familiar with significant trends and issues in education. Participants will study current educational research and discuss and assess the implications of both trends and research for classroom teaching. The course includes a comparative component which examines school, teachers, and ideas about teaching and learning in different parts of the world.

CI 5150. Organizing and Planning Student Teaching/(2).On Demand. A study of the origin and development of student teaching, including present status and trends, experiences prior to student teaching, selection of schools and supervising teachers, selection and placement of student teachers.

CI 5160. Supervision of Student Teaching/(3).On Demand. A study of general techniques of a supervising teacher, including observation, guiding student teachers in planning, orientation of student teachers, student teacher participation, and evaluation. Available as a workshop by invitation.

CI 5200. Multi-Media/Image Production/(3).On Demand. This course offers the student opportunities to develop the cognitive, affective, and psychomotor skills necessary to plan, design, produce, and present multi-image presentations. Presentation formats range from analog and digital sound and multi-image formats to various analog and digital projection and dissemination programs.
EDUCATIONAL MEDIA – MEDIA LITERACY; NEW MEDIA AND GLOBAL EDUCATION

CI 5230. Studies in Applied Instructional Strategies/(3). On Demand. This course is designed for instructional leaders in K-12 buildings. It provides an intense study of research-based, exemplary practice instructional strategies focused on learning and achievement. Special emphasis is placed on the research knowledge-base for learning, cognitive instructional strategies, exemplary instructional planning, reflection and evaluation of instruction, and integrating technology for meaningful learning.

CI 5500. Independent Study/(1-3).F;S.


CI 5530-5549. Selected Topics/(1-4). On Demand. Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. (Limit of six hours credit.)

CI 5551. Creativity/(3). On Demand. A course to discover activities, skills and talents in the fostering of creativity. Emphasis will be given to readings and to designing models for programming creativity in the classroom.

CI 5552. Advanced Video Production/(3). S. In this course, each student assumes the role of a professional producer and works with a client to create a video program. Emphasis is placed on careful pre-production planning, producing with a crew, and honing the production in the editing stage by creating several drafts. Students will have the opportunity to learn how to write good proposals and scripts, make realistic budgets, select appropriate locations and make workable shooting schedules, coordinate all the activities of a production crew, establish a good working relationship with a client, and alter a program in the editing state to respond to audience and client response. Prerequisite: CI 5840, or permission of the instructor.

CI 5576. Advanced Diagnostic-Prescriptive Teaching/(4). S. Rationale, operational models, techniques used on the implementation of the diagnostic-prescriptive approach. Supervised field experiences in the actual diagnostic-prescriptive approach.

CI 5581. Advanced Curriculum Design/(3). On Demand. The physiological and psychological basis of learning. Curriculum development for various exceptionalities and the rationale and development to meet their needs.

CI 5585. Teacher Leadership and School Improvement/(3). F;S. This course is designed to help teachers develop an understanding of and skill in assuming leadership roles and responsibilities in their schools. Those aspects of school leadership seen as most appropriate and potentially beneficial for teacher involvement will be emphasized. Particular attention is paid to the relationships among teacher leadership, school improvement, and site-based accountability. Students will have the opportunity to acquire knowledge and skills and formulate their own approaches through both university-based classroom and site-based clinical activities. Activities such as participant-observations, shadow-studies classroom-action research, problem-based learning, case studies, survey research, and qualitative research studies can be included. Students will be expected to present tangible evidence that represents, authentically, their professional growth. (Same as LHE 5585.)

CI 5591. Advanced Curriculum Design in Elementary Education/(3). F. An examination of curriculum foundations and models as related to understanding the nature of the elementary school learner and educational goals. Primary focus is on organizing, implementing and evaluating the elementary school curriculum. Includes investigation of recent research in elementary education as applied to curriculum and the classroom setting.

CI 5592. Elementary Education Teaching Strategies/(3). S. The course is designed to provide an intense study of research-based strategies for use in grades K-6. Special emphasis will be placed on the knowledge base regarding instructional strategies.

CI 5600. Middle School Philosophy and Organization/(3). F. This course provides a comprehensive study of middle school philosophy, the middle school movement, and the essential components of middle level organization and schooling. Topics included in the course are: a historical study of junior high school and middle schools, current trends and issues in middle level education, the middle level knowledge base, major organizational issues, and the future of middle level education.

CI 5630. Instructional Technology/(3). F. The course is intended to introduce students to the field of instructional technology including its theoretical and practical components. Students are introduced to traditional and emerging electronic communication systems and equipment, and consider the application such technology may have whether in education,
business or industry. Particular attention is given to the instructional design process with emphasis placed on the relationship between the inception of a program or technology and the actual instructional application and implementation of it.

CI 5635. Media Literacy and Curriculum Development/(3).F. In this course, media literacy is placed within the traditional and emerging models of mass communication. The course includes an examination of British, Australian and Canadian approaches to media education within their respective school systems. Students are required to develop a rationale that links media literacy to traditional and emerging goals in American education. An interdisciplinary approach is used to explore media literacy as both a revolutionary and evolutionary concept. In addition to examining media literacy as a competency or area for specific study, literacy is also addressed in terms of classroom methodology and pedagogy. American schools are analyzed in terms of the way their organizational culture and characteristics impact innovations such as media literacy. Prerequisites: CI 5830 and CI 5940.

CI 5636. Emerging Issues and Trends in Media and Technology/(3).On Demand. Focuses on trends and developments in educational media, technology, and media literacy. Students will address contemporary issues, trends, controversies, and techniques. Topics may vary from year to year; repeatable for up to nine semester hours.

CI 5641. Media and Management/(3).S. This course provides a broad background in management theory and practice. Emphasis is placed on how to manage media effectively and efficiently within an organizational context (school, industry, etc.) with particular attention given to the utilization of resources including personnel, budget, hardware, and the work environment. Strategies are discussed that enable media to be effectively utilized in order to solve training and corporate communication problems.

CI 5642. Introduction to Web Page Design and Development for Education/(3).F;S. This course introduces the student to a range of digital tools for the design and production of web based education and information design. This class includes web page development and design, digital graphics, visual design, animation, and issues concerning information design, service, site management and a review of current research on effective instructional design for web based learning environments.

CI 5643. Advanced Production and Portfolio/(3).On Demand. This is a required individual study course which serves as a synthesis production and presentation experience, involving close faculty supervision and a client/consultant relationship. Included in the course is a Comprehensive Major Project which will be client oriented and the preparation of a production portfolio suitable for professional presentation.

CI 5700. History of Instructional Technology/(3).On Demand. A broad background and understanding of contemporary instructional technologies, processes and systems is provided. Readings and research from 450 BC to the present with emphasis on theoretical and methodological foundations for media research are examined.

CI 5740. Photography and Digital Imaging/(3).F;S. Basic theory, principles and techniques of black and white and color photography with an introduction to color photography and digital imaging. [Dual-listed with CI 4740.]

CI 5750. Teaching Young Adolescents/(3).S. This course provides middle grades teachers with a variety of research-based instructional strategies that are developmentally appropriate for young adolescents. Special emphasis is placed on the selection, implementation, and evaluation of instructional strategies that promote cognitive, physical, emotional, and social development and increase student learning.

CI 5770. Intermediate Photography and Digital Imaging/(3).F. An intermediate photographic production course which strengthens previously acquired skills in black and white photography and provides advanced project responsibility in color photography and digital imaging. [Dual-listed with CI 4770.]

CI 5800. Logistics of Mediated Programs and Presentations/(3).On Demand. Hard data and facts for programmers and presenters from facilities planning to effective showmanship are examined. The application of hardware and software for teaching and training are located against the institutional environment and contexts in which a presentation takes place.

CI 5810. Introduction to Sight and Sound/(3).F. An introduction to the basic knowledge and skills underlying any effective audiovisual presentation. Students will have the opportunity to learn the aural and visual aesthetic principles involved in the creation of effective media presentations. They will also have the opportunity to learn the theory and operation of various common sight and sound devices, including audio tape recorders; microphones and mixers; still cameras;
video cameras, monitors, and recording devices; projection devices and presentation systems. Emphasis will be placed not only on understanding how the equipment works, but on the common theoretical background shared by all these communication devices. [Dual-listed with CI 4810.]

CI 5830. Media Literacy/(3).F. The course examines what it means to be literate in a media era. Key concepts and principles from the field of media literacy are studied through an examination of motion pictures, advertising, television, photo journalism, broadcast news, and the Internet. Emphasis is placed upon understanding media texts, media industries, media narratives, and the form and language of a variety of different media. Students are provided with critical frameworks for analyzing media as well as with tools and techniques to be applied in several class projects aimed at deconstructing media messages. [Dual-listed with CI 4830.]

CI 5840. Beginning Video Production/(3).F;S. This course is a basic introduction to the creative and technical skills needed to produce effective, low-budget video programs on location. Students will use the department’s digital cameras and non-linear computer editing system to learn how to express themselves clearly in a wide variety of programming formats through the language of video. Students will gain experience in each of the three stages in the production process: pre-production, production, and post-production. [Dual-listed with CI 4840.]

CI 5850. Middle School Curriculum/(3).F. This course provides middle grades teachers with a framework for curriculum design that includes challenge, integration, and exploration. Emphasis is placed on major middle level curriculum theories, traditional and innovative middle level curriculum models, and trends and issues which reflect research and successful practice.

CI 5900. Internship/Practicum/(1-6).F;S. Provides direct experiences teaching in grades Kindergarten through nine. Students are required to spend 90 hours teaching in classrooms appropriate to the level(s) of licensure sought. This internship/practicum is designed only for those without appropriate experience in their Master of Arts major, as determined by the students’ academic advisory committees. Graded on an S/U basis.

CI 5921. Instructional Design/(3).S. Analysis and application of systematic strategies for the identification of instructional needs, design of instructional system models to meet educational goals in both K-12 education and business, and evaluation of instructional systems.

CI 5930. Instructional Graphics/(3).On Demand. Examination of basic design principles and concepts in the selection, design, and evaluation of graphic materials. Course includes laboratory experience in design, development, production, and publication of graphical materials. The laboratory experience centers on the use of microcomputers and associated input or output devices.

CI 5940. Media: Image and Influence/(3).S. This media literacy course concentrates on media representations, media audiences and media effects. Film and television are studied in terms of their depiction of individuals, institutions, and issues. Key categories of exploration include race, class and gender. Case studies include representations of the family, adolescence, minorities, and school. The social and psychological consequences of media content are examined with emphasis upon child and adolescent audiences, particularly in the areas of sexuality, violence, and substance abuse. Prerequisite or corequisite: CI 5830. [Dual-listed with CI 4940.]

CI 5950. Non-fiction Film and Video/(3).F;S. Students view and analyze a variety of non-fiction films and videos in terms of both form and content. Emphasis is placed on understanding the wide range of purposes for which non-fiction programs are made, and on examining the variety of techniques used to achieve those purposes. Students also engage in some hands-on experiences attempting to capture reality on videotape as part of an effort to explore what happens to reality when it is shaped into a film or video. [Dual-listed with CI 4950.]

CI 5980. Special Topics in Elementary Education/(1-3).F;S. This course provides a flexible curriculum of reading, studying, planning, and writing. It is designed to meet the needs of individual teachers or groups of teachers for content and pedagogy generally associated with the elementary school curriculum. Prerequisite: recommendation of the graduate advisor. Students may elect to take up to a total of six semester hours.

CI 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. CI 5989 does not count toward a degree.

CI 5999. Thesis/(4).F;S. Graded on an S/U basis.
CI 6160. Field Study in Curriculum Problems/(3). On Demand. Students develop a conceptual framework based on general system theory for guiding, developing, and evaluating school curriculum improvements. Students conduct a research project analyzing the design and development of school curriculum planning with emphasis on current trends and issues in elementary school curriculum (K-9).

CI 6310. Analysis of the Teaching Process/(3).S. Examination of the teacher-pupil and pupil-pupil interaction in the classroom through study of original relevant research disciplines concerning human behavior and society. Special attention is given to the efforts of teacher approaches to children, the organization of curriculum materials and the structure of the classroom society on the accomplishment of education objectives.

CI 6360. Survey of Research and Implications for Curriculum and Instruction/(3). On Demand. This course emphasizes the reading and interpretation of research on designated topics within the school curriculum. Through collaboration and dialogue among class members, resulting implications for classroom instruction are determined.


CI 6500. Independent Study/(1-4).F;S.


CI 7130. Investigations into Curriculum and Instruction Problems/(3). On Demand. Investigation into curriculum and instruction problems is a course taken during the student’s public school internship. The aim of this course is to provide those who have an intense interest in curriculum and instruction with an opportunity for practical application of knowledge and skills obtained from the research core, along with an opportunity to work with faculty who are researching problems.

CI 7131. Emerging Issues in Curriculum and Instruction/(3). On Demand. Within the context of educational leadership, the purpose of this course is to provide doctoral level students with an in-depth understanding of issues, problems, and trends in curriculum and instruction at the local, state and national levels. The course is also aimed at providing students with experiences which lead to an understanding of the interdisciplinary nature of problem setting, problem solving, and policy analysis in curriculum and instruction.

CI 7132. Reflective Supervision of Curriculum and Instruction/(3). On Demand. The focus of this course is on the situation-specific application of knowledge to problems in supervision. The course has two foci. First, the practical problems of supervision as they relate to teaching and implementing the curriculum at the school system, school building, and classroom levels are targeted. The second outcome is the development of a reflective practitioner who understands and approaches supervision in a deliberative manner.

CI 7989. Doctoral Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing doctoral research. Graded on an S/U basis. CI 7989 does not count toward a degree.
The Department of Curriculum and Instruction offers the Master of Arts in Elementary Education (Major Code: 422A/13.1202). This program leads to North Carolina master-level (M) licensure in elementary school teaching. Students in the program will demonstrate their ability to:

1. Explain the theoretical and philosophical bases for educational practices as they relate to the elementary school curriculum, and the interrelationships of subjects.
2. Understand the nature of the elementary school-age learner in relation to the learning and evaluation process.
3. Utilize research techniques in the design and implementation of curricula and activities in classroom settings.
4. Concentrate in one or more of the instructional areas of the elementary school curriculum.
5. Make critical decisions by synthesizing information relative to the development of appropriate living/learning environments for children enrolled in elementary education.
6. Identify major movements, issues and trends impacting elementary education, including multicultural education, technology, students with special needs, and parent involvement.

Courses in the following disciplines are offered through the Department of Curriculum and Instruction:
- BE: business education (see the Curriculum Specialist program for course listing)
- CI: curriculum and instruction
- HED: health education (see the Curriculum Specialist program for course listing)

In addition, the Elementary Education program includes coursework offered by other departments as follows:
- FDN: foundations of education courses (see the School Administration program for course descriptions)
- ITC: instructional technology and computers courses (see the School Administration program for course descriptions)
- LSA: leadership in school administration courses (see the School Administration program for course descriptions)
- RE: reading education courses (see the Reading Education program for course descriptions)
- RES: educational research courses (see the School Administration program for course descriptions)
- SPE: special education courses (see the Special Education program for course descriptions)

Location of Program: This program is offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started periodically, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Extension and Distance Education: http://www.ext-dl.appstate.edu.

PEACE CORPS MASTER'S INTERNATIONAL PROGRAM: The Elementary Education program is recognized by the Peace Corps as an MI program. Students who are admitted to the English Education program as MI students will apply to the Peace Corps during the graduate admission process or immediately following admission. These students will complete a customized program of study designed to allow for one year of coursework at Appalachian followed immediately by Peace Corps service as a teacher. Some additional academic coursework related to the Peace Corps teaching assignment will be completed during the 27 month Peace Corps rotation, and the student will typically return to Appalachian for one semester to complete the master’s degree.
**PROGRAM OF STUDY FOR THE MASTER OF ARTS IN ELEMENTARY EDUCATION+ (Major Code: 422A/13.1202 [T])**

**+Advanced Licensure:** Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

**Admission Requirements:** Baccalaureate degree in from an accredited college or university; North Carolina “A” license or the equivalent from another state; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended.

**Basic Criteria for Consideration:** GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE or MAT scores. OR Cumulative undergraduate GPA or last-60-hours GPA below 3.0 but at least 2.7, and 1) official MAT score of 349, 2) official GRE Verbal plus Quantitative score of 800, or 3) GRE Writing score of 3.5 or higher in combination with GREV or GREQ of 400.

**Hours:** 39 semester hours

**Location:** On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

**Required Courses:**

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<th>Course Code</th>
<th>Course Title</th>
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<td>Advanced Topics in Diversity .................................................. 3</td>
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<tr>
<td>CI 5055</td>
<td>Connecting Learners and Subject Matter .......................................... 3</td>
</tr>
<tr>
<td>CI 5130</td>
<td>Recent Trends and Issues in Education ............................................ 2</td>
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<tr>
<td>CI 5525</td>
<td>Product of Learning ........................................................................... 1</td>
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<tr>
<td>CI/LSA 5585</td>
<td>Teacher Leadership and School Improvement ...................................... 3</td>
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<tr>
<td>CI 5591</td>
<td>Advanced Curriculum Design in Elementary Education .......................... 3</td>
</tr>
<tr>
<td>CI 5592</td>
<td>Elementary Education Teaching Strategies ......................................... 3</td>
</tr>
<tr>
<td>CI 5980</td>
<td>Special Topics in Elementary Education ............................................ 1-6</td>
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Choose one course from the three below ................................................. 3

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<th>Course Title</th>
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<tr>
<td>CI/RE/RES/SPE 5040</td>
<td>Teacher as Researcher (3 s.h.)</td>
</tr>
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<td>RES 5000</td>
<td>Research Methods (3 s.h.)</td>
</tr>
<tr>
<td>RES 5560</td>
<td>Classroom Assessment (3 s.h.)</td>
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Choose one course from the two below .................................................. 3

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<tbody>
<tr>
<td>CI 5630</td>
<td>Instructional Technology (3 s.h.)</td>
</tr>
<tr>
<td>ITC 5220</td>
<td>Computers in Educational Settings (3 s.h.)</td>
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Choose one course from the two below .................................................. 3

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<tbody>
<tr>
<td>FDN 5840</td>
<td>Social and Philosophical Foundations of Education (3 s.h.)</td>
</tr>
<tr>
<td>PSY 5555</td>
<td>Advanced Educational Psychology (3 s.h.)</td>
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</tbody>
</table>

**REQUIRED HOURS .................................................................................. 28-33**

**Teaching Field Courses:** (6 s.h.)

Courses (5000 level or above) are selected with the advice and approval of the academic advisor from the areas of the arts, humanities, mathematics, social sciences, natural sciences, and reading.

**TEACHING FIELD HOURS ................................................................... 6**

**Electives:** (0-5 s.h.)

Elective courses (5000 level or above) to be selected with the advice and approval of the graduate advisor.

**ELECTIVE HOURS .............................................................................. 0-5**

**Thesis:** None required

**Proficiency:** None required

**Comprehensive:** None required

**Product of Learning:** Required

**NOTE:** Students without grades K-6 student teaching or teaching experience in grades K-6 must take CI 5900 Internship/Practicum (3 s.h.). This may result in the total number of hours exceeding 39 s.h.
160

**GRADUATE COURSES IN CURRICULUM AND INSTRUCTION (CI)**

**CI 5040. Teacher as Researcher/(3).F;S.** This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research. (Same as FDN 5040/RE 5040/SPE 5040.)

**CI 5045. Advanced Topics in Diversity/(3).F;S.** A framework of theories on diversity and multicultural issues is constructed in this course. From these theories, practical applications will be derived. Research focusing on creating productive and equitable learning environments, on best practices collaboration, and on instructional accommodations and modifications will be examined. (Same as SPE 5045.)

**CI 5050. Supervision of Instruction/(2-3).S.** A study of the nature and function of supervision, recent trends, teacher involvement in policy formation, the organization and techniques used in supervision.

**CI 5055. Connecting Learners and Subject Matter/(3).F;S.** This course connects the examination of curriculum foundations and models of the school learner and educational goals with an intense study of research-based, exemplary instructional strategies focused on learning and achievement. Primary focus is on: 1) organizing, implementing, and evaluating school curriculum; 2) implementing, reflecting on, and evaluating instructional planning; and 3) integrating technology for meaningful learning.

**CI 5060. Curriculum Planning/(2-3).F;S.** A study of principles, effective practices, and techniques appropriate for overall curriculum planning.

**CI 5111. Advanced Developmental Assessment and Program Evaluation for Children/(3).F.** This course is designed to provide students with skills and knowledge in assessing the development of children, and the interests, concerns, and priorities of families. Students will collect data for the purpose of monitoring children's progress, family outcomes, and program effectiveness. (Same as FCS 5111/SPE 5111.)

**CI 5112. Advanced Developmental Curriculum and Instruction for Young Children/(3).S.** This course is designed to provide students with advanced skills and knowledge in application of a research base to design, adapt and evaluate curriculum and environments suitable for the integration of infants, toddlers, preschool and kindergarten children of various developmental levels and abilities in inclusive settings. (Same as FCS 5112/SPE 5112.)

**CI 5113. Seminar: Issues in Birth through Kindergarten Education/(3).F.** This seminar is designed to build leadership skills to enable the student to consult and collaborate with other professionals. It will permit the development of depth and breadth in professional growth as well, and provide the foundation for life-long learning for the advancement of knowledge in the field of early childhood education and early intervention. (Same as FCS 5113/SPE 5113.)

**CI 5130. Recent Trends and Issues in Education/(2).F;S.** This course is designed to assist participants in becoming familiar with significant trends and issues in education. Participants will study current educational research and discuss and assess the implications of both trends and research for classroom teaching. The course includes a comparative component which examines school, teachers, and ideas about teaching and learning in different parts of the world.

**CI 5150. Organizing and Planning Student Teaching/(2). On Demand.** A study of the origin and development of student teaching, including present status and trends, experiences prior to student teaching, selection of schools and supervising teachers, selection and placement of student teachers.

**CI 5160. Supervision of Student Teaching/(3).On Demand.** A study of general techniques of a supervising teacher, including observation, guiding student teachers in planning, orientation of student teachers, student teacher participation, and evaluation. Available as a workshop by invitation.

**CI 5200. Multi-Media/Image Production/(3).On Demand.** This course offers the student opportunities to develop the cognitive, affective, and psychomotor skills necessary to plan, design, produce, and present multi-image presentations. Presentation formats range from analog and digital sound and multi-image formats to various analog and digital projection and dissemination programs.
CI 5230. Studies in Applied Instructional Strategies/(3). On Demand. This course is designed for instructional leaders in K-12 buildings. It provides an intense study of research-based, exemplary practice instructional strategies focused on learning and achievement. Special emphasis is placed on the research knowledge-base for learning, cognitive instructional strategies, exemplary instructional planning, reflection and evaluation of instruction, and integrating technology for meaningful learning.

CI 5500. Independent Study/(1-3).F;S.


CI 5530-5549. Selected Topics/(1-4). On Demand. Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. (Limit of six hours credit.)

CI 5551. Creativity/(3). On Demand. A course to discover activities, skills and talents in the fostering of creativity. Emphasis will be given to readings and to designing models for programming creativity in the classroom.

CI 5552. Advanced Video Production/(3).S. In this course, each student assumes the role of a professional producer and works with a client to create a video program. Emphasis is placed on careful pre-production planning, producing with a crew, and honing the production in the editing stage by creating several drafts. Students will have the opportunity to learn how to write good proposals and scripts, make realistic budgets, select appropriate locations and make workable shooting schedules, coordinate all the activities of a production crew, establish a good working relationship with a client, and alter a program in the editing state to respond to audience and client response. Prerequisite: CI 5840, or permission of the instructor.

CI 5576. Advanced Diagnostic-Prescriptive Teaching/(4).S. Rationale, operational models, techniques used on the implementation of the diagnostic-prescriptive approach. Supervised field experiences in the actual diagnostic-prescriptive approach.

CI 5581. Advanced Curriculum Design/(3). On Demand. The physiological and psychological basis of learning. Curriculum development for various exceptionalities and the rationale and development to meet their needs.

CI 5585. Teacher Leadership and School Improvement/(3).F;S. This course is designed to help teachers develop an understanding of and skill in assuming leadership roles and responsibilities in their schools. Those aspects of school leadership seen as most appropriate and potentially beneficial for teacher involvement will be emphasized. Particular attention is paid to the relationships among teacher leadership, school improvement, and site-based accountability. Students will have the opportunity to acquire knowledge and skills and formulate their own approaches through both university-based classroom and site-based clinical activities. Activities such as participant-observations, shadow-studies classroom-action research, problem-based learning, case studies, survey research, and qualitative research studies can be included. Students will be expected to present tangible evidence that represents, authentically, their professional growth. (Same as LHE 5585.)

CI 5591. Advanced Curriculum Design in Elementary Education/(3).F. An examination of curriculum foundations and models as related to understanding the nature of the elementary school learner and educational goals. Primary focus is on organizing, implementing and evaluating the elementary school curriculum. Includes investigation of recent research in elementary education as applied to curriculum and the classroom setting.

CI 5592. Elementary Education Teaching Strategies/(3).S. The course is designed to provide an intense study of research-based strategies for use in grades K-6. Special emphasis will be placed on the knowledge base regarding instructional strategies.

CI 5600. Middle School Philosophy and Organization/(3).F. This course provides a comprehensive study of middle school philosophy, the middle school movement, and the essential components of middle level organization and schooling. Topics included in the course are: a historical study of junior high school and middle schools, current trends and issues in middle level education, the middle level knowledge base, major organizational issues, and the future of middle level education.

CI 5630. Instructional Technology/(3).F. The course is intended to introduce students to the field of instructional technology including its theoretical and practical components. Students are introduced to traditional and emerging electronic communication systems and equipment, and consider the application such technology may have whether in education,
CI 5635. Media Literacy and Curriculum Development/(3).F. In this course, media literacy is placed within the traditional and emerging models of mass communication. The course includes an examination of British, Australian and Canadian approaches to media education within their respective school systems. Students are required to develop a rationale that links media literacy to traditional and emerging goals in American education. An interdisciplinary approach is used to explore media literacy as both a revolutionary and evolutionary concept. In addition to examining media literacy as a competency or area for specific study, literacy is also addressed in terms of classroom methodology and pedagogy. American schools are analyzed in terms of the way their organizational culture and characteristics impact innovations such as media literacy. Prerequisites: CI 5830 and CI 5940.

CI 5636. Emerging Issues and Trends in Media and Technology/(3).On Demand. Focuses on trends and developments in educational media, technology, and media literacy. Students will address contemporary issues, trends, controversies, and techniques. Topics may vary from year to year; repeatable for up to nine semester hours.

CI 5641. Media and Management/(3).S. This course provides a broad background in management theory and practice. Emphasis is placed on how to manage media effectively and efficiently within an organizational context (school, industry, etc.) with particular attention given to the utilization of resources including personnel, budget, hardware, and the work environment. Strategies are discussed that enable media to be effectively utilized in order to solve training and corporate communication problems.

CI 5642. Introduction to Web Page Design and Development for Education/(3).F;S. This course introduces the student to a range of digital tools for the design and production of web based education and information design. This class includes web page development and design, digital graphics, visual design, animation, and issues concerning information design, service, site management and a review of current research on effective instructional design for web based learning environments.

CI 5643. Advanced Production and Portfolio/(3).On Demand. This is a required individual study course which serves as a synthesis production and presentation experience, involving close faculty supervision and a client/consultant relationship. Included in the course is a Comprehensive Major Project which will be client oriented and the preparation of a production portfolio suitable for professional presentation.

CI 5700. History of Instructional Technology/(3).On Demand. A broad background and understanding of contemporary instructional technologies, processes and systems is provided. Readings and research from 450 BC to the present with emphasis on theoretical and methodological foundations for media research are examined.

CI 5740. Photography and Digital Imaging/(3).F;S. Basic theory, principles and techniques of black and white color photography with an introduction to color photography and digital imaging. [Dual-listed with CI 4740.]

CI 5750. Teaching Young Adolescents/(3).S. This course provides middle grades teachers with a variety of research-based instructional strategies that are developmentally appropriate for young adolescents. Special emphasis is placed on the selection, implementation, and evaluation of instructional strategies that promote cognitive, physical, emotional, and social development and increase student learning.

CI 5770. Intermediate Photography and Digital Imaging/(3).F. An intermediate photographic production course which strengthens previously acquired skills in black and white photography and provides advanced project responsibility in color photography and digital imaging. [Dual-listed with CI 4770.]

CI 5800. Logistics of Mediated Programs and Presentations/(3).On Demand. Hard data and facts for programmers and presenters from facilities planning to effective showmanship are examined. The application of hardware and software for teaching and training are located against the institutional environment and contexts in which a presentation takes place.

CI 5810. Introduction to Sight and Sound/(3).F. An introduction to the basic knowledge and skills underlying any effective audiovisual presentation. Students will have the opportunity to learn the aural and visual aesthetic principles involved in the creation of effective media presentations. They will also have the opportunity to learn the theory and operation of various common sight and sound devices, including audio tape recorders; microphones and mixers; still cameras;
video cameras, monitors, and recording devices; projection devices and presentation systems. Emphasis will be placed not only on understanding how the equipment works, but on the common theoretical background shared by all these communication devices. [Dual-listed with CI 4810.]

CI 5830. Media Literacy/(3).F. The course examines what it means to be literate in a media era. Key concepts and principles from the field of media literacy are studied through an examination of motion pictures, advertising, television, photo journalism, broadcast news, and the Internet. Emphasis is placed upon understanding media texts, media industries, media narratives, and the form and language of a variety of different media. Students are provided with critical frameworks for analyzing media as well as with tools and techniques to be applied in several class projects aimed at deconstructing media messages. [Dual-listed with CI 4830.]

CI 5840. Beginning Video Production/(3).F;S. This course is a basic introduction to the creative and technical skills needed to produce effective, low-budget video programs on location. Students will use the department's digital cameras and non-linear computer editing system to learn how to express themselves clearly in a wide variety of programming formats through the language of video. Students will gain experience in each of the three stages in the production process: pre-production, production, and post-production. [Dual-listed with CI 4840.]

CI 5850. Middle School Curriculum/(3).F. This course provides middle grades teachers with a framework for curriculum design that includes challenge, integration, and exploration. Emphasis is placed on major middle level curriculum theories, traditional and innovative middle level curriculum models, and trends and issues which reflect research and successful practice.

CI 5900. Internship/Practicum/(1-6).F;S. Provides direct experiences teaching in grades Kindergarten through nine. Students are required to spend 90 hours teaching in classrooms appropriate to the level(s) of licensure sought. This internship/practicum is designed only for those without appropriate experience in their Master of Arts major, as determined by the students' academic advisory committees. Graded on an S/U basis.

CI 5921. Instructional Design/(3).S. Analysis and application of systematic strategies for the identification of instructional needs, design of instructional system models to meet educational goals in both K-12 education and business, and evaluation of instructional systems.

CI 5930. Instructional Graphics/(3).On Demand. Examination of basic design principles and concepts in the selection, design, and evaluation of graphic materials. Course includes laboratory experience in design, development, production, and publication of graphical materials. The laboratory experience centers on the use of microcomputers and associated input or output devices.

CI 5940. Media: Image and Influence/(3).S. This media literacy course concentrates on media representations, media audiences and media effects. Film and television are studied in terms of their depiction of individuals, institutions, and issues. Key categories of exploration include race, class and gender. Case studies include representations of the family, adolescence, minorities, and school. The social and psychological consequences of media content are examined with emphasis upon child and adolescent audiences, particularly in the areas of sexuality, violence, and substance abuse. Prerequisite or corequisite: CI 5830. [Dual-listed with CI 4940.]

CI 5950. Non-fiction Film and Video/(3).F;S. Students view and analyze a variety of non-fiction films and videos in terms of both form and content. Emphasis is placed on understanding the wide range of purposes for which non-fiction programs are made, and on examining the variety of techniques used to achieve those purposes. Students also engage in some hands-on experiences attempting to capture reality on videotape as part of an effort to explore what happens to reality when it is shaped into a film or video. [Dual-listed with CI 4950.]

CI 5980. Special Topics in Elementary Education/(1-3).F;S. This course provides a flexible curriculum of reading, studying, planning, and writing. It is designed to meet the needs of individual teachers or groups of teachers for content and pedagogy generally associated with the elementary school curriculum. Prerequisite: recommendation of the graduate advisor. Students may elect to take up to a total of six semester hours.

CI 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. CI 5989 does not count toward a degree.

CI 5999. Thesis/(4).F;S. Graded on an S/U basis.
CI 6160. Field Study in Curriculum Problems/(3). On Demand. Students develop a conceptual framework based on general system theory for guiding, developing, and evaluating school curriculum improvements. Students conduct a research project analyzing the design and development of school curriculum planning with emphasis on current trends and issues in elementary school curriculum (K-9).

CI 6310. Analysis of the Teaching Process/(3). S. Examination of the teacher-pupil and pupil-pupil interaction in the classroom through study of original relevant research disciplines concerning human behavior and society. Special attention is given to the efforts of teacher approaches to children, the organization of curriculum materials and the structure of the classroom society on the accomplishment of education objectives.

CI 6360. Survey of Research and Implications for Curriculum and Instruction/(3). On Demand. This course emphasizes the reading and interpretation of research on designated topics within the school curriculum. Through collaboration and dialogue among class members, resulting implications for classroom instruction are determined.


CI 6500. Independent Study/(1-4). F; S.


CI 7130. Investigations into Curriculum and Instruction Problems/(3). On Demand. Investigation into curriculum and instruction problems is a course taken during the student’s public school internship. The aim of this course is to provide those who have an intense interest in curriculum and instruction with an opportunity for practical application of knowledge and skills obtained from the research core, along with an opportunity to work with faculty who are researching problems.

CI 7131. Emerging Issues in Curriculum and Instruction/(3). On Demand. Within the context of educational leadership, the purpose of this course is to provide doctoral level students with an in-depth understanding of issues, problems, and trends in curriculum and instruction at the local, state and national levels. The course is also aimed at providing students with experiences which lead to an understanding of the interdisciplinary nature of problem setting, problem solving, and policy analysis in curriculum and instruction.

CI 7132. Reflective Supervision of Curriculum and Instruction/(3). On Demand. The focus of this course is on the situation-specific application of knowledge to problems in supervision. The course has two foci. First, the practical problems of supervision as they relate to teaching and implementing the curriculum at the school system, school building, and classroom levels are targeted. The second outcome is the development of a reflective practitioner who understands and approaches supervision in a deliberative manner.

CI 7989. Doctoral Research/(1-9). F; S. This course is designed to provide access to University facilities for continuing doctoral research. Graded on an S/U basis. CI 7989 does not count toward a degree.
Master of Arts in English
Master of Arts in English Education
Graduate Certificate in Rhetoric and Composition
Graduate Minor in English
Department of English
College of Arts and Sciences

Jeanne Dubino, Chair and Professor
Ph.D., University of Massachusetts at Amherst
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RhoadesGD@appstate.edu

William D. Brewer, Program Director and Professor
Ph.D., University of Virginia
BrewerWD@appstate.edu

http://www.english.appstate.edu

The Department of English offers the following graduate programs:
  - Master of Arts in English (Major Code: 232A/23.0101)
  - Master of Arts in English, Education (Major Code: 235*/13.1305) with two concentrations:
    - Community College Teaching (235B)
    - Secondary School Teaching (235S[T])
  - Graduate Certificate in Rhetoric and Composition (132A/23.0101)
  - Graduate minor in English (235/23.0101)

NOTE: For every master's program, students should plan a Program of Study with the Graduate Advisor in English during the first semester after enrollment. In all cases, a student must have 24 hours in English.

Courses in the following disciplines are offered through the Department of English:
  ENG: English courses

In addition, the English programs include coursework offered by other departments as follows:
  CI: Curriculum and Instruction (see the Curriculum Specialist program for course descriptions)
  RES: Educational Research (see the School Administration program for course descriptions)
  SPE: Special Education (see the Special Education program for course descriptions)

PROGRAM OF STUDY FOR THE GRADUATE MINOR IN ENGLISH (235/23.0101)
A graduate minor in English consists of 8-12 semester hours selected from English offerings numbered 5000 and above, except ENG 5989.

PEACE CORPS MASTER'S INTERNATIONAL PROGRAM: The English Education program is recognized by the Peace Corps as an MI program. Students who are admitted to the English Education program as MI students will apply to the Peace Corps during the graduate admission process or immediately following admission. These students will complete a customized program of study designed to allow for one year of coursework at Appalachian followed immediately by Peace Corps service as a teacher of English. Some additional academic coursework related to the Peace Corps teaching assignment will be completed during the 27 month Peace Corps rotation, and the student will typically return to Appalachian for one semester to complete the master's degree.
PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN RHETORIC AND COMPOSITION
(132A/23.0101)

Admission Requirements: Earned master’s degree from an accredited college or university or currently enrolled in a
graduate program at Appalachian; degree in from an accredited college or university; complete application to the Cratis
Williams Graduate School (http://www.graduate.appstate.edu), including resume, official GRE general exam scores, official
transcripts for baccalaureate and master’s degrees, writing sample, and letter of intent.

Basic Criteria for Consideration: Cumulative UGPA: 3.0; GRE V score: 500; GRE Writing score: 4.0.

Hours: 12-15 semester hours

Location: On Campus

Program of Study:

ENG 5300 Studies in Rhetoric and Composition ................................................................. 3
Choose one of the following courses .................................................................................. 3 or 6
ENG 5100 Composition Theory, Practice, and Pedagogy (3 s.h.)
ENG 5400 Appalachian Writing Project (6 s.h.)

Choose one of the following options ................................................................................. 6
ENG 5999 Thesis (6 s.h.)
OR
ENG 5990 Capstone Project (3 s.h.)
One additional approved elective related to the Capstone Project (3 s.h.)

TOTAL HOURS FOR CERTIFICATE .................................................................................. 12 or 15
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN ENGLISH (Major Code: 232A/23.0101)

Admission Requirements: Baccalaureate degree in English* from an accredited college or university; complete application to the Cratis Williams Graduate School [http://wwwgraduate.appstate.edu], including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; statement of intent; writing sample.

*An applicant who does not have an undergraduate degree in English but who has exceptional qualifications should contact the Director of Graduate Studies in the Department of English.

Basic Criteria for Consideration: Cumulative UGPA: 3.0; GRE V: 500 or higher; GRE Writing: 4.0.

Hours: 36 semester hours

Location: On Campus

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 5000</td>
<td>Bibliography and Research</td>
<td>3</td>
</tr>
<tr>
<td>ENG</td>
<td>Electives (5000 level or above)</td>
<td>18</td>
</tr>
<tr>
<td>ENG 5999</td>
<td>Thesis (to be taken over two semesters)</td>
<td>6</td>
</tr>
</tbody>
</table>

REQUIRED HOURS ................................................................. 27

Elective Hours: (9 s.h. required)

Courses (5000 level or above) should be chosen with the advice and approval of the graduate advisor.

ELECTIVE HOURS ...................................................................... 9

TOTAL HOURS FOR THE DEGREE ............................................... 36

Thesis: Required

Proficiency: Reading knowledge of a foreign language demonstrated by transcript evidence of two years undergraduate study of a foreign language or by examination arranged in the Department of Foreign Languages and Literatures.

Comprehensive: A written examination is required.

Product of Learning: None required

*NOTE: Students pursuing the Master of Arts degree may develop a minor of 8 to 12 semester hours in a valid related academic field, but those electing to do so should plan to complete more than 36 hours of graduate study for their degree. (See the index for “Graduate Minors.”)
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN ENGLISH EDUCATION WITH A
CONCENTRATION IN COMMUNITY COLLEGE TEACHING (Major Code: 235*/13.1305; Concentration Code: 235B)

Note: This concentration does not lead to NC Teacher Licensure.

Admission Requirements: Baccalaureate degree in English* from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; statement of intent; writing sample.

*An applicant who does not have an undergraduate degree in English but who has exceptional qualifications should contact the Director of Graduate Studies in the Department of English.

Basic Criteria for Consideration: Cumulative UGPA: 3.0; GRE Verbal: 500; GRE Writing: 4.0.

Hours: 36 semester hours Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Required English Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 5000</td>
<td>Bibliography and Research</td>
<td>3</td>
</tr>
<tr>
<td>ENG Electives (5000 level or above)</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

REQUIRED HOURS ............................................... 24

Professional Education Requirements: (6 s.h.) Courses (5000 level or above) should be selected with the advice and approval of the graduate advisor.

PROFESSIONAL EDUCATION HOURS ............................................. 6

Thesis Options (CHOOSE ONE): (6 s.h.)

WITH THESIS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 5999</td>
<td>Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

THESIS OPTIONS HOURS .................................................. 6

WITHOUT THESIS

Elective Courses ............................................................. 6

(5000 level or above) should be chosen with the advice and approval of the graduate advisor.

TOTAL HOURS FOR THE DEGREE ............................................. 36

Thesis: Optional

Proficiency: Language is not required (but in most cases, students in this program will have fulfilled a language requirement on the basis of normal undergraduate training in English).

Comprehensive: A written examination is required.

Product of Learning: None required
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN ENGLISH, EDUCATION+ WITH A CONCENTRATION IN SECONDARY SCHOOL TEACHING (Major Code: 235*/13.1305; Concentration Code: 235S[T])

+Leads to NC Teacher Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Admission Requirements: Baccalaureate degree in English* from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation**, official GRE general exam scores, and official transcripts from all colleges attended; North Carolina “A” license or the equivalent from another state; statement of intent including discussion of teaching experience; writing sample. Teaching experience preferred.

*An applicant who does not have an undergraduate degree in English but who has exceptional qualifications should contact the Director of Graduate Studies in the Department of English.

**At least one letter from a referee who has supervised applicant’s teaching/student teaching.

Basic Criteria for Consideration: Cumulative UGPA: 3.0; GRE Verbal: 500; GRE Writing: 4.0.

Hours: 39 semester hours

Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 5000</td>
<td>Bibliography and Research</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5200</td>
<td>Issues in Teaching English</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5525</td>
<td>Product of Learning</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5910</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>CI/SPE 5045</td>
<td>Advanced Topics in Diversity</td>
<td>3</td>
</tr>
<tr>
<td>CI/LSA 5585</td>
<td>Teacher Leadership and School Improvement</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5570</td>
<td>Studies in American Indian Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5585</td>
<td>Studies in Ethnic American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5720</td>
<td>Appalachian Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5930</td>
<td>Transnational Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following four courses: 3

British and American Literature Courses: (15 s.h., with at least 6 from British and 6 from American)

British:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ENG 5810</td>
<td>Chaucer (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>ENG 5825</td>
<td>Studies in Sixteenth-Century British Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5835</td>
<td>Studies in Seventeenth-Century British Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5840</td>
<td>Shakespeare (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>ENG 5865</td>
<td>Eighteenth-Century British Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5870</td>
<td>Romantic Period (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>ENG 5880</td>
<td>Victorian Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5890</td>
<td>Twentieth-Century British Literature</td>
<td>3</td>
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</table>

American:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ENG 5760</td>
<td>Studies in American Literature</td>
<td>3</td>
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<tr>
<td>ENG 5770</td>
<td>Colonial and Federal American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5780</td>
<td>Nineteenth-Century American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5790</td>
<td>Twentieth-Century American Literature</td>
<td>3</td>
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</tbody>
</table>

BRITISH AND AMERICAN LITERATURE HOURS ........................................... 15
**Elective Courses:** (3 s.h.) Choose one course from:

<table>
<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 5100</td>
<td>Composition Theory, Practice, and Pedagogy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ENG 5400</td>
<td>Appalachian Writing Project</td>
<td>6 s.h.</td>
</tr>
<tr>
<td>ENG 5560</td>
<td>Adolescent Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ENG 5600</td>
<td>Literary Criticism and Theory</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ENG 5640</td>
<td>Cultural Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ENG 5650</td>
<td>Gender Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ENG 5660</td>
<td>Advanced Seminar in Major Authors</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**ELECTIVE HOURS** ........................................................................................................................................... 3

**TOTAL HOURS REQUIRED FOR THE MA DEGREE** ......................................................... 39

**Thesis:** None required

**Proficiency:** Language is not required (but in most cases, students in this program will have fulfilled a language requirement on the basis of normal undergraduate training in English).

**Comprehensive:** A written examination is required.

**Product of Learning:** Required

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**GRADUATE COURSES IN ENGLISH (ENG)**

**ENG 5000. Bibliography and Research/(3).F.** A study of bibliographical problems, types of research organization and reporting of research. Required in the first semester for beginning graduate students. Required of all students.


**ENG 5120. Teaching in the Writing Center/(1).F.** Required of all graduate students working in the Writing Center. ENG 5120 counts toward the graduate certificate program in Rhetoric and Composition, but not for the Master of Arts degrees in English. Prerequisite: permission of the instructor.

**ENG 5121. Teaching ENG 0900, Basic Writing/(1).F.** Theory and practice in teaching ENG 0900, Basic Writing. ENG 5121 counts toward the graduate certificate program in Rhetoric and Composition, but not for the Master of Arts degrees in English. Prerequisite: permission of the instructor.

**ENG 5122. Teaching ENG 1000, Expository Writing/(1).F.** Theory and practice in teaching ENG 1000, Expository Writing. ENG 5122 counts toward the graduate certificate program in Rhetoric and Composition, but not for the Master of Arts degrees in English. Prerequisite: permission of the instructor.

**ENG 5123. Teaching ENG 1100, Introduction to Literature/(1).S.** Theory and practice in teaching ENG 1100, Introduction to Literature. ENG 5123 counts toward the graduate certificate program in Rhetoric and Composition, but not for the Master of Arts degrees in English. Prerequisite: permission of the instructor.

**ENG 5200. Issues in Teaching English/(3).S.Alternate years.** An advanced course in teaching theory and practice for secondary school teachers. Emphasis is placed on practical applications for the teaching of writing and literature. Offered alternate years with ENG 5300.

**ENG 5300. Studies in Rhetoric and Composition/(3).S.Alternate years.** A critical study of issues in rhetoric and composition. Content to vary; may be repeated for credit when content does not duplicate. Prerequisite: ENG 5100 or ENG 3450 or permission of the instructor. Offered alternate years with ENG 5200.

**ENG 5400. Appalachian Writing Project/(6).SS. On Demand.** An intensive summer institute for kindergarten through college teachers interested in the teaching of writing. Explores composition theory with an emphasis on the
connections among theory, practice, and pedagogy. Teachers will develop curriculum, collect resources, and re-connect as fully functioning writers. The Appalachian Writing Project is built upon the National Writing Project model.


ENG 5510. Graduate Writing Workshop/(1), On Demand. An introduction to writing formats in English graduate study. ENG 5510 does not count toward the graduate certificate program in Rhetoric and Composition, or the Master of Arts degrees in English. Graded on an S/U basis. May be repeated for additional credit.


ENG 5530-5549. Selected Topics/(1-4), On Demand. Content to vary; may be repeated for credit when content does not duplicate.

ENG 5560. Adolescent Literature/(3).F. This course introduces students to the varied and multi-cultural field of adolescent literature. Students focus on various genres, including realistic fiction, romance and adventure, science fiction/fantasy, autobiography, and poetry. Content includes pertinent criticism, important bibliographies, research studies, historical analysis, and increasingly sophisticated pedagogical resources. Students will use the works they read, current research, and web-based resources to create curricula appropriate for adolescent readers. [Dual-listed with ENG 4560.]

ENG 5570. Studies in American Indian Literature/(3).F, Alternate years. Advanced study of major American Indian writers from oral traditions through the present. [Dual-listed with ENG 4570.]


ENG 5600. Literary Criticism and Theory/(3).F, Alternate years. A study of key issues in contemporary literary and cultural theory and in the history of literary criticism. Emphasis on practical applications of theoretical approaches. Offered alternate years with ENG 5660.

ENG 5640. Cultural Studies/(3).S, Alternate years. A study of literature as a cultural practice and of related cultural practices from the perspective of literature. Offered alternate years with ENG 5650.

ENG 5650. Gender Studies/(3).S, Alternate years. A critical study of the significance of gender in literature and other art forms. Offered alternate years with ENG 5640.

ENG 5660. Advanced Seminar in Major Authors/(3).F, Alternate years. An intensive examination of a major author writing in English whose work is recognized as essential to a comprehensive understanding of literary culture and history. Offered alternate years with ENG 5600.

ENG 5710. Advanced Folklore/(3).S. An in-depth and multi-cultural study of one or more folklore genres in cultural context with interdisciplinary approaches from the humanities and social sciences. It is recommended that ENG 3050, Studies in Folklore, be taken prior to this course. [Dual-listed with ENG 4810.]

ENG 5720. Appalachian Literature/(3).F. A study of major regional movements, genres, writers in the Appalachian mountains, from settlement to the present. Content and approach may vary. [Dual-listed with ENG 4720.]


ENG 5770. Colonial and Federal American Literature/(3).F, Alternate years. An intensive study in selected major authors from the founding of the English colonies through the early stage of the American Republic. Offered alternate years with ENG 5780.

ENG 5780. Nineteenth-Century American Literature/(3).F, Alternate years. An intensive study of the works of such major writers as Poe, Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, Twain, James, and Crane. Offered alternate years with ENG 5770.
ENG 5790. Twentieth-Century American Literature/(3).S.Alternate years. An intensive study of such major writers as Frost, Faulkner, Fitzgerald, and Hemingway. Offered alternate years with ENG 5850.

ENG 5810. Chaucer/(3).S.Alternate years. A critical study of The Canterbury Tales, other works selected from the Chaucer canon, and related medieval texts. Offered alternate years with ENG 5840.


ENG 5840. Shakespeare/(3).S.Alternate years. An intensive study of selected works from the Shakespeare canon. Offered alternate years with ENG 5810.

ENG 5865. Eighteenth-Century British Studies/(3).F. Alternate years. An intensive study of selected topics of major literary interest during the period 1660-1800, e.g., Restoration Drama, the Tory Wits, and Johnson and his Circle. Offered alternate years with ENG 5830.

ENG 5870. Romantic Period/(3).S.Alternate years. An intensive study of selected authors of the Romantic period considered in relation to general concepts of romanticism.

ENG 5880. Victorian Literature/(3).S.Alternate years. A study of selected British poetry, novels, or non-fiction prose of the latter part of the nineteenth century.

ENG 5890. Twentieth-Century British Literature/(3). F.Alternate years. An intensive study of the works of such major writers as Yeats, Lawrence, and Joyce.

ENG 5910. World Literature/(3).S.Alternate years. A seminar in Western or non-Western literature read in English. Areas of focus may include Europe, Asia, Africa, and the Americas.

ENG 5930. Transnational Literature/(3).S.Alternate years. Advanced and comparative study of literature that crosses traditionally defined national boundaries.

ENG 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. ENG 5989 does not count toward a degree.

ENG 5990. Capstone Project/(3).F;S. A substantial piece of writing addressing a specific concern in rhetoric and composition. Prerequisites: ENG 5100, ENG 5300 and permission of the instructor.

ENG 5999. Thesis/(3-6).F;S. Graded on an S/U basis.
Master of Science in Exercise Science

Department of Health, Leisure and Exercise Science
College of Fine and Applied Arts

Paul L. Gaskill, Chair and Professor
Ed.D., University of North Carolina at Greensboro
GaskillPL@appstate.edu

Charles L. Dumke, Program Director and Associate Professor
Ph.D., University of Wisconsin-Madison
DumkeCL@appstate.edu

http://www.hles.appstate.edu/

The Department of Health, Leisure, and Exercise Science offers the Master of Science in Exercise Science (Major Code: 562*/31.0505), with three concentrations:
- Clinical/Cardiopulmonary Rehabilitation (562C)
- Research (562B)
- Strength and Conditioning (562D)

Courses in the following disciplines are offered through the Department of Health, Leisure, and Exercise Science:
- ES: exercise science
- RM: recreation management

NOTES:
1. During ES 5900 Internship, 50 “clinical” contact hours equals 1 s.h. credit.
2. If the ES 5999 Thesis option is chosen, students should be in preparation for prospectus approval by the 2nd Fall semester.
3. The total requirement for the degree is 42 s.h. minimum, but may be more depending upon elective hours.

The Strength and Conditioning concentration qualifies for Academic Common Market status, and students from the southeastern states outside of North Carolina may qualify for a reduction to in-state tuition. Students should contact their home state’s ACM coordinator to request consideration. The complete list of coordinators is available on the Southern Regional Education Board website: http://www.sreb.org.
### PROGRAM OF STUDY FOR THE MASTER OF SCIENCE DEGREE IN EXERCISE SCIENCE (Major Code: 562*/31.0505)

**Admission Requirements:** Baccalaureate degree in from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended. The following courses or equivalents must be completed prior to formal admission into the program: Human Anatomy and Physiology (ES 2000, 5 s.h.); Exercise Physiology (ES 2010, 3 s.h.); Introduction to Biomechanics (ES 3550, 4 s.h.). This list may not include prerequisites for all elective courses. The applicant must also have two additional science courses. Prerequisites will be assessed at the discretion of the graduate program director.

**Basic Criteria for Consideration:** Cumulative undergraduate GPA: 2.5 or higher; GRE Verbal + GRE Quantitative = 900 or higher; GRE Writing: 3.0 or higher.

**Hours:** 42 semester hours  
**Location:** On Campus

#### Required Courses:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ES 5000</td>
<td>Introduction to Research Principles and Design</td>
<td>3</td>
</tr>
<tr>
<td>ES 5200</td>
<td>Exercise Science Seminar (1 s.h. each)</td>
<td>1+1=2</td>
</tr>
<tr>
<td>ES 5591</td>
<td>Biomechanical and Physiological Laboratory Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ES 5592</td>
<td>Data Analysis in Sport and Exercise Science</td>
<td>3</td>
</tr>
<tr>
<td>ES 5621</td>
<td>Exercise Physiology I: Cardiopulmonary and Metabolic Aspects</td>
<td>3</td>
</tr>
<tr>
<td>ES 5622</td>
<td>Exercise Physiology II: Neuromuscular and Endocrinological Aspects</td>
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</tr>
<tr>
<td>ES 5710</td>
<td>Biomechanics</td>
<td>3</td>
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**REQUIRED HOURS......................................................... 20**

#### Concentration (CHOOSE ONE):

**CLINICAL/CARDIOPULMONARY REHABILITATION CONCENTRATION (562C)**

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<thead>
<tr>
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<tbody>
<tr>
<td>ES 5625</td>
<td>Concepts of Clinical Exercise Testing</td>
<td>3</td>
</tr>
<tr>
<td>ES 5635</td>
<td>Electrocardiographic Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>ES 5645</td>
<td>Cardiopulmonary Pathophysiology and Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>ES 5660</td>
<td>Exercise Prescription and Chronic Disease Management</td>
<td>3</td>
</tr>
<tr>
<td>ES 5670</td>
<td>Clinical Exercise Practicum I</td>
<td>1-2</td>
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<tr>
<td>ES 5680</td>
<td>Clinical Exercise Practicum II</td>
<td>1-2</td>
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<tr>
<td>ES 5900</td>
<td>Internship</td>
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**RESEARCH CONCENTRATION (562B)**

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<tbody>
<tr>
<td>ES 5999</td>
<td>Thesis</td>
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**STRENGTH AND CONDITIONING CONCENTRATION (562D)**

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<tr>
<td>ES 5560</td>
<td>Practicum: Strength and Conditioning</td>
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<tr>
<td>ES 5555</td>
<td>Nutritional Aspects of Exercise and Sports</td>
<td>3</td>
</tr>
<tr>
<td>ES 5600</td>
<td>Survey of Sports Performance</td>
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<tr>
<td>ES 5650</td>
<td>Theoretical and Practical Aspects of Strength/Power Conditioning</td>
<td>3</td>
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<td>ES 5900</td>
<td>Internship</td>
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Choose one of:

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<th>Credits</th>
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<tbody>
<tr>
<td>ES 5560</td>
<td>Research Project</td>
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</tr>
<tr>
<td>ES 5999</td>
<td>Thesis</td>
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**CONCENTRATION HOURS................................................... 6-22**

#### Electives:

<table>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 5000</td>
<td>Introduction to Research Principles and Design</td>
<td>3</td>
</tr>
<tr>
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<td>Exercise Science Seminar (1 s.h. each)</td>
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<td>Biomechanical and Physiological Laboratory Assessment</td>
<td>3</td>
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<tr>
<td>ES 5622</td>
<td>Exercise Physiology II: Neuromuscular and Endocrinological Aspects</td>
<td>3</td>
</tr>
<tr>
<td>ES 5710</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL HOURS FOR THE MS DEGREE (minimum) .................... 42**

**Electives:** (5000 level or above) with the advisor's approval  
**ELECTIVE HOURS ......................................................... 0-16**

**Thesis:** Optional  
**Proficiency:** None required  
**Comprehensive:** Required  
**Product of Learning:** None required
GRADUATE COURSES IN EXERCISE SCIENCE (ES)

ES 5000. Introduction to Research Principles and Design/(3).F. The application of research principles to the management/administration of sport and exercise, the physiological responses associated with exercise, and the biomechanical assessment of movement and sport skills. Emphasis shall be placed on the appropriate application of research design and the utilization of scientific writing skills culminating in the development of a research prospectus. (Same as PE 5000.)

ES 5060. Practicum: Strength and Conditioning/(3).F. Practical application of scientific principles and concepts to physical conditioning programs. Students will participate in relevant practical activities involving or related to exercise science or sports medicine. Graded on an S/U basis.

ES 5200. Exercise Science Seminar/(1).S. This course will be open to first and second year graduate students in Exercise Science. Topics to be discussed will be in the field of exercise science and exercise physiology, and in other areas of interest to participating graduate students. Evaluation will be on participation, attendance and presentation quality. May be repeated one time for credit. Prerequisite: graduate student status.

ES 5500. Independent Study/(1-4).F;S.

ES 5530-5549. Selected Topics/(1-4).On Demand. Courses may include topics such as: adult fitness and cardiac rehabilitation; perceptual motor development; motor development; physical education for the handicapped; motor assessment and interpretation.

ES 5550. Seminar/(1).On Demand. An “exit course” for exercise science majors. Students will interact with faculty, peers, and professionals in related fields. Topics will focus on synergistic effects of subspecialties, vocational opportunities, vita writing and interviewing, and other current professional issues in preparation for post-graduate career development. Graded on an S/U basis. [Dual-listed with ES 4650.]

ES 5555. Nutritional Aspects of Exercise and Sports/(3).F;S. A study of nutrition specific to physical activity and sport performance. Topics will include metabolism during exercise, sport-related weight gain and loss, food and fluid intake for competition, nutritional ergogenic aids, exercise recovery nutrition, and various special topics. Prerequisites: ES 2000, ES 2010, ES 3450. Corequisite: CHE 2201. (Same as FCS 5555.) [Dual-listed with ES 4555.]

ES 5560. Research Project/(3).F;S. Selected broad research topical area of student’s choice concerned with conceiving and carrying to completion a research project. Each student will have an advisor for the research project and will present the findings to peers in a colloquium. (Same as PE 5560.)

ES 5591. Biomechanical and Physiological Laboratory Assessment/(3).S. An introductory graduate course to provide experiences in data acquisition and problem solving through a variety of physiological and biomechanical laboratory techniques; a basic overview of sampling/recording techniques will be presented.

ES 5592. Data Analysis in Sport and Exercise Science/(3).F. Methods of acquisition, analysis and interpretation of data most often encountered in sport and exercise science will be included. Emphasis will be placed on descriptive methods, statistical methods and computer applications. (Same as PE 5592.)

ES 5600. Survey of Sports Performance/(3).S. This course is designed to acquaint the student with a variety of non-Olympic, Summer and Winter Olympic sports. An overview of each sport will be presented by qualified instructors. Athletic profiles including physical, physiological, psychological and performance requirements will be discussed. Typical training programs for each sport will also be presented. Prerequisites: ES 2010 and ES 3450 or equivalent. Lecture three hours. [Dual-listed with ES 4600.]

ES 5621. Exercise Physiology I: Cardiopulmonary and Metabolic Aspects/(3).F. A study of bioenergetics and an in-depth analysis of the respiratory and cardiovascular responses to acute exercise as well as an examination of the adaptations observed in these systems as a result of physical training, rehabilitation, or disease. Prerequisite: ES 2010 or equivalent.

ES 5622. Exercise Physiology II: Neuromuscular and Endocrinological Aspects/(3).S. A study of the effects of exercise and training on the neuromuscular and endocrine systems. Examination of potential ergogenic aids on these systems. Prerequisites: ES 2010 and ES 5621.
ES 5625. Concepts of Clinical Exercise Testing/(3).F. This course provides experience in clinical exercise testing and interpretation for various chronic disease populations. Students will be required to perform a variety of clinical exercise tests commonly used in the assessment of various chronic diseases. Emphasis will be placed on the development of clinical skills required to provide safe and effective testing and the ability to accurately interpret results. Students will also be required to obtain community-based clinical observation hours. Prerequisites: ES 2010 (Exercise Physiology) and ES 3450 (Advanced Exercise Physiology) or similar coursework. [Dual-listed with ES 4625.]

ES 5635. Electrocardiographic Interpretation/(3).S. This course provides an analysis of electrocardiographic concepts of the normal and abnormal ECG. Topics will include rate, rhythm, hypertrophy, axis determination, atrial and ventricular arrhythmias, conduction defects, myocardial ischemia, and myocardial infarction. In addition, the use of ECG monitoring during diagnostic exercise testing will be discussed. This course will also introduce the student to competencies required by the American College of Sports Medicine for certification as an Exercise Specialist or a Registered Clinical Exercise Physiologist. Prerequisite: ES 3450 (Advanced Exercise Physiology) or equivalent. [Dual-listed with ES 4635.]

ES 5645. Cardiopulmonary Pathophysiology and Rehabilitation/(3).F. This course details the functions of the cardiovascular and respiratory systems emphasizing pathophysiology and treatment. Special reference will be made to exercise as a mode of therapy. Prerequisites: ES 2005 (Concepts in Fitness and Performance Evaluation) and ES 3450 (Advanced Exercise Physiology) or equivalent. [Dual-listed with ES 4645.]

ES 5650. Theoretical and Practical Aspects of Strength/Power Conditioning/(3).F. Includes brief overview of various biochemical and physiological systems. Provides a comprehensive comparative overview of the biochemical and physiological responses and adaptations of resistive training and aerobic exercise and training. Provides comprehensive study of training theory and methodologies with emphasis on enhancement of maximum strength, power, and high intensity exercise endurance. Prerequisite: ES 2010. [Dual-listed with ES 4000.]

ES 5660. Exercise Prescription and Chronic Disease Management/(3).S. This course presents a comprehensive overview of the physical, physiological and metabolic responses of the human body to exercise testing and training in healthy individuals and in those with metabolic, cardiovascular and/or pulmonary disease. The successful student will gain an understanding of the processes involved in prescribing safe and effective therapeutic exercise in healthy individuals as well as patients with cardiovascular (hypertension, atherosclerosis), metabolic (diabetes, thyroid, obesity, osteoporosis), pulmonary (asthma, emphysema), and musculoskeletal diseases/disorders. An overview of environmental and legal considerations in the prescriptive process will also be discussed. Prerequisites: ES 2010 (Exercise Physiology) and ES 3450 (Advanced Exercise Physiology) or equivalent. [Dual-listed with ES 4660.]

ES 5670. Clinical Exercise Practicum I/(1-2).S. This course will provide practical experience within several community-based clinical exercise settings. Students will be required to complete 50 contact hours within an approved clinical setting for each hour of credit. Potential clinical settings include cardiac and pulmonary rehabilitation, cardiac testing, pulmonary testing, cancer rehabilitation and pediatric exercise programming. Graded on an S/U basis. Prerequisite: ES 5625.

ES 5680. Clinical Exercise Practicum II/(1-2).F. This course will provide practical experiences within several community-based clinical exercise settings. Students will be required to complete 50 contact hours within an approved clinical setting for each hour of credit. Potential clinical settings include cardiac and pulmonary rehabilitation, cardiac testing, pulmonary testing, cancer rehabilitation and pediatric exercise programming. Graded on an S/U basis. Prerequisites: ES 5625 and ES 5670.

ES 5710. Biomechanics/(3).F. This represents an advanced graduate course in the science of human motion with emphasis on theory and application of quantitative analysis techniques. Skills will be developed in both kinetic and kinematic sampling/recording/interpretation procedures. Prerequisite: graduate preparation in analysis of human motion.

ES 5900. Internship/(3-12).F;S. Graded on an S/U basis.

ES 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. ES 5989 does not count toward a degree.

RM 5530-5549. Selected Topics/(1-4). On Demand.

RM 5560. Leisure and Aging/(3).S. This course focuses on the leisure needs and characteristics of the senior citizen. Programs and resources designed to service the leisure needs of this population will be examined. Focus will be on program planning and development to meet problems inherent in leisure delivery systems for seniors. [Dual-listed with RM 4560.]
Master of Arts in Family and Consumer Sciences

Master of Arts in Family and Consumer Sciences Education

Graduate Minor in Family and Consumer Sciences

Department of Family and Consumer Sciences

College of Fine and Applied Arts

Sarah R. Jordan, Chair and Associate Professor
Ph.D., University of Tennessee at Knoxville
JordanSR@appstate.edu

Sammie G. Garner, Program Director and Professor
Ph.D., University of Tennessee at Knoxville
GarnerSG@appstate.edu

http://www.fcs.appstate.edu/

The Department of Family and Consumer Sciences offers the following graduate programs in family and consumer sciences:

Master of Arts in Family and Consumer Sciences (Major Code: 529/19.0101) with concentrations in
- Child and Family Studies (529B)
- Foods and Nutrition (with ADA internship) (529C)
- General (529D)

Master of Arts in Family and Consumer Sciences, Education (Major Code: 527A/13.1308) [T]

Graduate minor in Family and Consumer Sciences (527/19.0101)

In addition, the Departments of Family and Consumer Sciences, Curriculum and Instruction, and Language, Reading and Exceptionalities cooperate to offer the M.A. degree in Child Development: Birth through Kindergarten (548*/13.1209). The degree is conferred by the Department of Family and Consumer Sciences. The Child Development program is detailed under a separate heading in this bulletin.

Courses in the following disciplines are offered through the Department of Family and Consumer Sciences:
- FCS: family and consumer sciences

In addition, the Family and Consumer Sciences programs include coursework offered by other departments as follows:
- CI: curriculum and instruction courses (see the Curriculum Specialist program for course descriptions)
- ITC: instructional technology and computers courses (see the School Administration program for course descriptions)
- LSA: leadership in school administration courses (see the School Administration program for course descriptions)
- RE: reading education courses (see the Reading Education program for course descriptions)
- RES: educational research courses (see the School Administration program for course descriptions)
- SPE: special education courses (see the Special Education program for course descriptions)

PROGRAM OF STUDY FOR THE GRADUATE MINOR IN FAMILY AND CONSUMER SCIENCES:
(527/19.0101)

A graduate minor in Family and Consumer Sciences will consist of 12 s.h. of FCS coursework numbered 5000 level or above (except for FCS 5989), all of which must be approved by the family and consumer sciences graduate coordinator. This minor may be chosen only by majors outside of the Department of Family and Consumer Sciences.

Graduate Minor outside the Department of Family and Consumer Sciences:

A graduate minor outside Family and Consumer Sciences consists of 8-12 s.h. of electives numbered 5000 level or above (except 5989) in a related discipline which must be approved by the family and consumer sciences graduate committee and the department involved.
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN FAMILY AND CONSUMER SCIENCES WITH A CONCENTRATION IN CHILD AND FAMILY STUDIES (Major Code: 529*/19.0101; Concentration Code: 529B)

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu], including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: (Undergraduate GPA X 400) + GRE Verbal + GRE Quantitative = 2000 OR: Undergraduate GPA of 2.75 or greater and GRE Writing score of 3.5 or higher.

Hours: 30 semester hours with thesis; 36 without thesis

Location: On Campus

Required Courses:

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<th>Title</th>
<th>Hours</th>
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<tr>
<td>FCS 5001</td>
<td>Orientation to Research in Family and Consumer Sciences</td>
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</tr>
<tr>
<td>FCS 5002</td>
<td>Family and Consumer Sciences Perspectives and Integrative Frameworks</td>
<td>3</td>
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REQUIRED HOURS: 6

Child and Family Studies Concentration Courses:

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<td>FCS 5100</td>
<td>Applications and Theories of Child Development</td>
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<tr>
<td>FCS 5105</td>
<td>Family Life Education</td>
<td>3</td>
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<tr>
<td>FCS 5110</td>
<td>Practical Issues in Family Development</td>
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REQUIRED CONCENTRATION HOURS: 9

Thesis Options: (CHOOSE ONE)

WITH THESIS (15 semester hours):

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<td>Approved FCS Electives</td>
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<td>Additional Electives Outside of FCS</td>
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THESIS OPTION HOURS: 15 or 21

WITHOUT THESIS (21 semester hours):

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<tr>
<td>Approved FCS Electives</td>
<td></td>
<td>12-19</td>
</tr>
<tr>
<td>Additional Electives Outside of FCS</td>
<td></td>
<td>0-6</td>
</tr>
</tbody>
</table>

TOTAL HOURS FOR MA DEGREE (minimum***): 30 (with thesis) or 36 (without thesis)

***A student entering the program with curricular deficiencies may be required to complete more than the minimum number of hours for completion of the program.

Thesis: Optional

Proficiency: The language proficiency for entrance into the program may be satisfied with the following courses, taken either before entry into the program or during graduate study: STT 2810 Introduction to Statistics, STT 3820 Statistical Methods I OR FDN 5600 Educational Statistics, or equivalent

Comprehensive: A written comprehensive examination will be administered by the student’s advisory committee. An oral defense of the thesis is required when selecting the thesis option.

Product of Learning: None required
FAMILY AND CONSUMER SCIENCES

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN FAMILY AND CONSUMER SCIENCES WITH A CONCENTRATION IN FOODS AND NUTRITION (Major Code: 529*/19.0101; Concentration Code: 529C)

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: (Undergraduate GPA X 400) + GRE Verbal + GRE Quantitative = 2000
OR: Undergraduate GPA of 2.75 or greater and GRE Writing score of 3.5 or higher.

Hours: 39 semester hours with or without thesis Location: On Campus

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 5001</td>
<td>Orientation to Research in Family and Consumer Sciences</td>
<td>3</td>
</tr>
<tr>
<td>FCS 5002</td>
<td>Family and Consumer Sciences Perspectives and Integrative Frameworks</td>
<td>3</td>
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REQUIRED HOURS: 6

Foods and Nutrition Concentration Courses:

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>ES 5592</td>
<td>Data Analysis in Sport &amp; Exercise Science</td>
<td>3</td>
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<tr>
<td>FCS 5220</td>
<td>Nutritional Assessment</td>
<td>3</td>
</tr>
<tr>
<td>FCS 5250</td>
<td>Dietetic Practice I</td>
<td>3</td>
</tr>
<tr>
<td>FCS 5255</td>
<td>Dietetic Practice II</td>
<td>3</td>
</tr>
<tr>
<td>FCS 5900</td>
<td>Internship</td>
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</tr>
</tbody>
</table>

REQUIRED CONCENTRATION HOURS: 24

Thesis Options: (CHOOSE ONE)

WITH THESIS (9 semester hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 5999</td>
<td>Thesis</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved FCS Electives</td>
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<td>5-6</td>
</tr>
</tbody>
</table>

WITHOUT THESIS (9 semester hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>FCS 5901</td>
<td>Research Project</td>
<td>2-3</td>
</tr>
<tr>
<td>Approved FCS Electives</td>
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<td>6-7</td>
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</table>

THEESIS OPTION HOURS: 9

TOTAL HOURS FOR MA DEGREE (minimum***): 39

***A student entering the program with curricular deficiencies may be required to complete more than the minimum number of hours for completion of the program.

Thesis: Optional

Proficiency: The language proficiency for entrance into the program may be satisfied with the following courses, taken either before entry into the program or during graduate study: STT 2810 Introduction to Statistics, STT 3820 Statistical Methods I OR FDN 5600 Educational Statistics, or equivalent

Comprehensive: A written comprehensive examination will be administered by the student’s advisory committee. An oral defense of the thesis is required when selecting the thesis option.

Product of Learning: None required
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN FAMILY AND CONSUMER SCIENCES WITH A GENERAL CONCENTRATION (Major Code: 529*/19.0101; Concentration Code: 529D)

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: (Undergraduate GPA X 400) + GRE Verbal + GRE Quantitative = 2000 OR: Undergraduate GPA of 2.75 or greater and GRE Writing score of 3.5 or higher.

Hours: 30 semester hours with thesis; 36 without thesis

Location: On Campus

Required Courses:
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 5001</td>
<td>Orientation to Research in Family and Consumer Sciences</td>
<td>3</td>
</tr>
<tr>
<td>FCS 5002</td>
<td>Family and Consumer Sciences Perspectives and Integrative Frameworks</td>
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</tr>
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</table>

REQUIRED HOURS ......................................................... 6

General Concentration Courses: (CHOOSE ONE)

THESIS OPTION (24 semester hours):
<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>FCS 5999</td>
<td>Thesis .....................................................................</td>
<td>3-4</td>
</tr>
<tr>
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NON-THESIS OPTION (30 semester hours):
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<tr>
<th>Course</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>FCS 5901</td>
<td>Research Project .................................................</td>
<td>2-3</td>
</tr>
<tr>
<td>Approved FCS Electives</td>
<td>..........................................................</td>
<td>16-22</td>
</tr>
<tr>
<td>Additional Electives Outside of FCS</td>
<td>.....................................................................</td>
<td>0-6</td>
</tr>
</tbody>
</table>

THESIS OPTION HOURS: .................................................................. 24 or 30

TOTAL HOURS FOR MA DEGREE (minimum***) ........................................ 30 (with thesis)

or 36 (without thesis)

***A student entering the program with curricular deficiencies may be required to complete more than the minimum number of hours for completion of the program.

Thesis: Optional

Proficiency: The language proficiency for entrance into the program may be satisfied with the following courses, taken either before entry into the program or during graduate study: STT 2810 Introduction to Statistics, STT 3820 Statistical Methods I OR FDN 5600 Educational Statistics, or equivalent

Comprehensive: A written comprehensive examination will be administered by the student’s advisory committee. An oral defense of the thesis is required when selecting the thesis option.

Product of Learning: None required
FAMILY AND CONSUMER SCIENCES

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PROGRAM OF STUDY FOR THE MASTER OF ARTS IN FAMILY AND CONSUMER SCIENCES, EDUCATION (Major Code: 527A/13.1308) [T] +

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Admission Requirements: Baccalaureate degree from an accredited college or university; North Carolina “A” license or the equivalent from another state; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu], including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: (Undergraduate GPA X 400) + GRE Verbal + GRE Quantitative = 2000 OR: Undergraduate GPA of 2.75 or greater and GRE Writing score of 3.5 or higher.

Hours: 36 semester hours

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI/RE/RES/SPE 5040</td>
<td>Teacher as Researcher</td>
<td>3</td>
</tr>
<tr>
<td>CI/SPE 5045</td>
<td>Advanced Topics in Diversity</td>
<td>3</td>
</tr>
<tr>
<td>CI 5055</td>
<td>Connecting Learners and Subject Matter</td>
<td>3</td>
</tr>
<tr>
<td>CI/LSA 5585</td>
<td>Teacher Leadership and School Improvement</td>
<td>3</td>
</tr>
<tr>
<td>FCS 5002</td>
<td>Family and Consumer Sciences Perspectives and Integrative Framework</td>
<td>3</td>
</tr>
<tr>
<td>FCS 5525</td>
<td>Product of Learning</td>
<td>3</td>
</tr>
<tr>
<td>ITC 5220</td>
<td>Computers in Educational Settings</td>
<td>3</td>
</tr>
<tr>
<td>RES 5600</td>
<td>Educational Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

REQUIRED HOURS: 24

Elective hours in Family and Consumer Sciences: (12 s.h.)

Graduate level course work (5000 level or above) to be selected in consultation with the graduate student advisor and with the approval of the departmental chair.

ELECTIVE HOURS: 12

TOTAL HOURS FOR THE MA DEGREE: 36

Thesis: Optional (as part of Product of Learning)

Proficiency: Statistics [FDN 5600, Educational Statistics (3 s.h.)]

Comprehensive: None required

Product of Learning: Required
GRADUATE COURSES IN FAMILY AND CONSUMER SCIENCES (FCS)

FCS 5001. Orientation to Research in Family and Consumer Sciences/(3).F. Orientation to and examination of research methodologies, collection and analyses of data, and preparation of reports. Prerequisites: any undergraduate statistics course including ECO 2100, STT 2810 or STT 3820, or FDN 4600/FDN 5600, or equivalent.

FCS 5002. Family and Consumer Sciences Perspectives and Integrative Frameworks/(3).F. An examination of professional roles and behaviors, issues and trends, professional practice and ethics, and philosophical base of family and consumer sciences.

FCS 5100. Application and Theories of Child Development/(3).F.Odd-numbered years. Consideration of selected meanings, definitions, and functions of theories of child development as related to practical application of these theories to program planning and implementation for preschool children in home and group settings.


FCS 5110. Practical Issues in Family Development/(3).F.Even-numbered years. An introduction to major issues in family study with emphasis on exposure to professional literature, concepts, and current developments and practice in the field. Course will focus on practical approaches to family development and will draw from professional and practice-oriented literature in family and consumer sciences and related fields.

FCS 5111. Advanced Developmental Assessment and Program Evaluation for Children/(3).S.Odd-numbered years. This course is designed to provide students with skills and knowledge in assessing the development of children, and the interests, concerns, and priorities of families. Students will collect data for the purpose of monitoring children's progress, family outcomes, and program effectiveness. (Same as CI 5111/SPE 5111.)

FCS 5112. Advanced Developmental Curriculum and Instruction for Young Children/(3).F.Odd-numbered years. This course is designed to provide students with advanced skills and knowledge in application of a research base to design, adapt and evaluate curriculum and environments suitable for the integration of infants, toddlers, preschool and kindergarten children of various developmental levels and abilities in inclusive settings. (Same as CI 5112/SPE 5112.)

FCS 5113. Seminar: Issues in Birth through Kindergarten Education/(3).S.Even-numbered years. This seminar is designed to build leadership skills to enable the student to consult and collaborate with other professionals. It will permit the development of depth and breadth in professional growth as well, and provide the foundation for life-long learning for the advancement of knowledge in the field of early childhood education and early intervention. (Same as CI 5113/SPE 5113.)


FCS 5210. Nutrition for the Elderly/(3).S.Odd-numbered years. An overview of the physiology, nutritional needs and nutritional status of the elderly and the interaction of nutrition, disease and medication. Lecture three hours. Prerequisite: graduate level status.

FCS 5220. Nutritional Assessment/(3).S. A study of the techniques used to measure and evaluate the nutritional status of individuals and populations. Development of the techniques and skills to initiate and maintain dietary changes. Prerequisite: consent of the instructor.

FCS 5250. Dietetic Practice I/(3).F. A seminar class designed for students enrolled in the AP4 program (pre-professional practice program) to enhance and supplement supervised practice learning activities. Ethical issues and professional standards will be discussed. Instructors and guest speakers will present and discuss current research relevant to health care in the clinical setting including: nutrition assessment, nutrition education, health promotion, medical nutrition therapies, and interrelationships of clinical care to other systems. Students will be responsible for case presentations and discussion. Graded on an S/U basis.
FCS 5255. Dietetic Practice II/(3).S. A seminar class designed for students enrolled in the AP4 program (pre-professional practice program) to enhance and supplement supervised practice learning activities. Faculty and guest lecturers will present and discuss current research relevant to: the health care delivery system, administrative issues including foodservice delivery systems, quality management, nutrition care and education in community settings, and the legislative process. Students will be responsible for case presentations and discussion. Graded on an S/U basis.

FCS 5305. Recent Issues in Housing and Interiors/(3). On Demand. A study of recent issues in housing and interiors. Prerequisite: FCS 1300 or equivalent.

FCS 5310. Historic Housing and Renovation/(3). On Demand. A study of historical houses and their renovation for contemporary living. Prerequisite: FCS 3350/INT 3350 or equivalent.

FCS 5315. Housing for the Elderly/(3). On Demand. An overview of housing for the elderly including housing needs, available housing, accommodations, housing dissatisfactions, attitudes toward living arrangements, housing standards and design, congregate housing, housing disruption and site/location criteria. Lecture three hours. Prerequisite: FCS 4315 or permission of the instructor.

FCS 5500. Independent Study/(1-4).F:S. Graduate students may broaden or intensify their program through individual research and involvement in a given area of family and consumer sciences.


FCS 5530-5549. Selected Topics/(1-4). On Demand. An opportunity to study a special topic or combination of topics not otherwise provided for the Family and Consumer Sciences curriculum. May be repeated for credit when content does not duplicate.

FCS 5551. Families in Later Life/(3).F. In-depth study of factors influencing interrelationships in family development in the later years. Lecture three hours. Prerequisite: FCS 2103 or permission of the instructor. [Dual-listed with FCS 4551.]

FCS 5552. Medical Terminology/Records/(1).S. This course is designed to develop an understanding of the medical terminology and vocabulary as utilized in medical records and health professions. Lecture one hour. [Dual-listed with FCS 4552.]

FCS 5555. Nutritional Aspects of Exercise and Sports/(3). On Demand. A study of nutrition specific to physical activity and sport performance. Topics will include metabolism during exercise, sport-related weight gain and loss, food and fluid intake for competition, nutritional ergogenic aids, exercise recovery nutrition, and various special topics. Prerequisites: ES 2000, ES 2010, ES 3450. Corequisite: CHE 2201. (Same as ES 5555). [Dual-listed with FCS 4555.]

FCS 5600. Families, Economics and Demographic Change/(3). On Demand. An examination of the economic pressures on families and how these pressures have helped to produce demographic change in families. This process will involve the identification of major demographic changes, discussion of key elementary economic concepts, and the application of these concepts to the family setting. Prerequisite: FCS 2600 or ECO 2030 or equivalent.

FCS 5609. Seminar in Vocational Education/(1).F. A study of the historical, legislative, and philosophical bases of vocational education; organization of vocational education in North Carolina; and contemporary issues in vocational education. Prerequisites: CI 2800/SPE 2800 and FDN 3800 or approval of the instructor. [Dual-listed with FCS 4609.]

FCS 5610. Administration of Early Childhood Programs/(3).S. A study of the role of the program administrator in a variety of early childhood settings, both public, private and non-profit. This study will involve program planning, staff administration, assessment of facility and equipment needs, appropriate program and financial management using computer management software and studying the state regulations that govern programs for young children. Lecture three hours. Prerequisite: FCS 3101 or permission of the instructor. [Dual-listed with FCS 4610.]

FCS 5611. The Hospitalized Child/(3).S. This course is designed to help students understand the procedures, illnesses, and stress that are experienced by children and families during hospitalization. This course will stress both theory and practice in working with children and families for professionals in non-medical areas. [Dual-listed with FCS 4611.]
FCS 5700. Advanced Curriculum in Family and Consumer Sciences/(3). On Demand. Applying curriculum theory for updating and reorganizing secondary and postsecondary family and consumer sciences curriculum including the integration of FHA. Prerequisite: licensed family and consumer sciences teacher or permission of the instructor.

FCS 5705. Evaluation in Family and Consumer Sciences/(3). On Demand. Evaluation theory, process, and skill in relation to assessing student achievement and program effectiveness. Application of knowledge will be made through the development of test item banks. Prerequisite: eligible for teaching license or permission of the instructor.

FCS 5710. Family and Consumer Sciences Communication Strategies/(3). On Demand. Selection, organization, and use of strategies and materials for presenting family and consumer sciences related concepts. Lecture two hours, laboratory two hours. Prerequisite: eligible for teaching licensure or permission of the instructor.

FCS 5900. Internship/(3-12). F; S. A structured field experience, paid or unpaid, in an area related to the program and supervised by department faculty. A proposal is to be submitted to the graduate committee and be approved for participation the semester previous to beginning the experience. No credit will be given for experience not previously approved. Prerequisite: 15 s.h. graduate courses toward degree program and proposal approved. Graded on an S/U basis.

FCS 5901. Research Project/(1-3). F; S. Implementation of an approved research proposal: collection and analysis of data, preparation of report(s) and presentation of project. FCS 5901 may be repeated for a total credit of three semester hours. Prerequisite: FCS 5001 and proficiency in statistics. Graded on an S/U basis.

FCS 5989. Graduate Research/(1-9). F; S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. FCS 5989 does not count toward a degree.

The Department of Finance, Banking and Insurance offers course work at the graduate level in support of the Walker College of Business degree programs.

Courses in the following disciplines are offered through the Department of Finance, Banking and Insurance:

FIN: finance courses

Prerequisite to enrollment in a graduate course offered by the Department of Finance, Banking and Insurance is admission to a graduate program of study, admission to a graduate certificate program, or permission of the instructor and the departmental chair. In addition, enrollment in MBA courses requires permission of the MBA Program Director. A non-degree student must obtain permission from the Graduate School to enroll in 5000-level courses.

GRADUATE COURSES IN FINANCE, BANKING AND INSURANCE (FIN)

FIN 5020. Applied Financial Analysis/(3). On Demand. The purpose of this course is to instruct the student in the use of electronic spreadsheets for the purpose of financial analysis. Financial models will be built and used for capital budgeting, working capital management as well as financial structure decisions. Prerequisites: admission to the MBA Program and MBA 5600.


FIN 5530-5549. Selected Topics/(1-4). On Demand.

FIN 5989. Graduate Research/(1-9). On Demand. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. FIN 5989 does not count toward a degree.
Graduate Certificate in French
Graduate Minor in Romance Languages / French
Master of Arts in Romance Languages, French***
Master of Arts in Romance Languages, French (Teaching)***
Department of Foreign Languages and Literatures
College of Arts and Sciences

***Not currently accepting applications for the MA; contact Dr. Moser for information.

Alexandra Sterling-Hellenbrand, Chair and Associate Professor
Ph.D., Pennsylvania State University
HellenbrandA@appstate.edu

Michael E. Lane, French Advisor and Associate Professor
Ph.D., Pennsylvania State University
LaneME@appstate.edu

Beverly A. Moser, Program Director and Associate Professor
Ph.D., Georgetown University
MoserBA@appstate.edu

http://www.fll.appstate.edu/

The Department of Foreign Languages and Literatures offers the following graduate programs in French:
Master of Arts in Romance Languages, French (Major Code: 222A/16.0999)
Master of Arts in Romance Languages, French, (Teaching) (Major Code: 223*/16.0999) with concentrations in:
  Community College Teaching/French (223E)
  French, K-12 Teaching (M Level Licensure) (223D)[T]
Graduate certificate in French (108A/16.0999)
Graduate minor in Romance Languages/French (222/16.0999)

Courses in the following disciplines are offered through the Department of Foreign Languages and Literatures:
FL: foreign languages and literatures courses
FRE: French courses
SNH: Spanish courses (see the Spanish Program for course descriptions)

In addition, the French programs include coursework offered by other departments as follows:
CI: curriculum and instruction courses (see the Curriculum Specialist program for course descriptions)
HE: higher education courses (see the Higher Education program for course descriptions)
LSA: leadership in school administration courses (see the School Administration program for course descriptions)
SPE: special education courses (see the Special Education program for course descriptions)

The French programs provide graduate coursework targeted toward the following professional populations:
• French Certificate: students holding a baccalaureate degree in French or a closely related field and a master’s degree who seek preparation for the credentials needed for teaching college-level French.
• French MA: students holding a baccalaureate degree in French or a closely related field who seek preparation for further graduate study in these areas.
• French Teaching MA (K-12 Teaching): teachers who hold or are eligible to hold the NC “A” certification and seek Master (M) Level Licensure, pursue continued state certification, and prepare to seek national teaching certification.
• French Teaching MA (Community College Teaching): students holding a baccalaureate degree in French or a closely related field who are preparing for teaching at the Community College level.

The programs strive to strengthen existing language skills through continued development of target language proficiency in listening, speaking, reading, and writing, to enhance students’ knowledge of the target culture, to develop a functional research capability and teaching skills, and to support practical experiences in using and teaching the target language.

Students entering the programs must:
• provide a writing sample in the target language (an original essay, personal statement, academic paper, undergraduate portfolio);
• prepare, under the supervision of a language professor on campus or elsewhere, an audiocassette where they respond orally in the target language to a series of questions;
• demonstrate credit for at least two literature courses and two culture courses taken at the undergraduate level.
Dual Certification (K-12) in French and Spanish: With approval from the departmental chair, teachers seeking dual certification in French and Spanish may develop a program of study containing 18 semester hours of course work in French and 18 semester hours in Spanish.

Students with Undergraduate Deficiencies: Graduate students who do not have adequate undergraduate credits may begin graduate study, IF, at the same time, they are completing the required undergraduate hours to fulfill the prerequisites and/or distribution regarding coursework in literature and culture. Students whose language proficiency is inadequate may be required to take appropriate courses prior to being recommended for Admission to Candidacy.

Study Abroad: Candidates for the M.A. are strongly encouraged to arrange a study abroad program of at least six weeks’ duration during the course of their studies. Students participating in established graduate-level programs abroad are encouraged to discuss course transfer requirements in advance with the advisor and the program director.

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN FRENCH (108A/16.0999)

Admission Requirements: Baccalaureate degree in French or closely related field from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.cwarts.appstate.edu), including resume; three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; writing sample in French; audiotaped interview for evaluation of oral command of target language (see guidelines at: www.fll.appstate.edu); two undergraduate literature courses and two culture courses. International students must submit a writing sample in English, and must pass an oral interview in English.

Note: Only 9 hours of coursework from the certificate can be applied to a later MA program of study; students wishing to apply more hours from the certificate to a later MA must take the GRE.

Basic Criteria for Consideration: Cumulative Undergraduate GPA: 3.0 or higher; GPA in subject area: 3.2.

Hours: 18 semester hours

Location: On Campus, with some on-line offerings

Required Courses:

- FL 5590 Issues in Teaching Foreign Languages and Cultures ........................................ 3
- 6 s.h. in literature-focused electives chosen from the following courses........................................ 6
- FRE 5001 Francophone Children’s and Adolescent Literature (3 s.h.)
- FRE 5002 Masterpieces of Francophone Art and Literature (3 s.h.)
- FRE 5021 Poetry of French Expression (3 s.h.)
- FRE 5023 Theatre and Performance in French (3 s.h.)
- 6-9 s.h. in language- and culture-focused electives chosen from the following courses ................. 6-9
- FRE 5004 The French Media (3 s.h.)
- FRE 5025 French Cultural Studies (3 s.h.)
- FRE 5026 Francophone Cultures (3 s.h.)
- FRE 5555 History of the French Language (3 s.h.)
- FRE 5565 Advanced French Expression (3 s.h.)
- FRE 5500 Independent Study (3 s.h.)
- FRE or FL 5530-5549 Selected Topics (3 s.h.)
- 3 additional semester hours may be selected from other FRE or FL electives
- with the approval of the graduate advisor ......................................................................................... 0-3

TOTAL HOURS FOR THE CERTIFICATE.................................................. 18

PROGRAM OF STUDY FOR THE GRADUATE MINOR IN ROMANCE LANGUAGES/FRENCH (222/16.0999)

A graduate minor in Romance Languages/French consists of 8 to 12 semester hours selected from French offerings (FRE) except for FRE 5989.
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN ROMANCE LANGUAGES, FRENCH
(222A/16.0999) – Applications are currently closed; contact Dr. Moser for information.

Admission Requirements: Baccalaureate degree in French or a closely related field from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; writing sample in French; audiotaped interview for evaluation of oral command of target language; two undergraduate literature courses and two culture courses. International students must submit a writing sample in English, and must pass an oral interview in English. See complete guidelines at http://www.fll.appstate.edu.

Basic Criteria for Consideration: Cumulative Undergraduate GPA: 3.0 or higher; GPA in subject area: 3.2; Official GRE scores from ETS. No minimum scores have been established.

Hours: 30 semester hours
Location: On Campus

Required Courses:
- FL 5590 Issues in Teaching Foreign Languages and Cultures ........................................ 3
  (can be waived for students who are not holding teaching assistantships.)
- FRE 5000 Research and Critical Theory ................................................................. 3
- FRE 5999 Thesis ........................................................................................................ 3

REQUIRED HOURS ........................................................................................................ 6 or 9

Elective Courses:
Students must select at least 21 or 24 semester hours from the list below ......................... 21 or 24
- FRE 5001 Francophone Children’s and Adolescent Literature (3 s.h.)
- FRE 5002 Masterpieces of Francophone Art and Literature (3 s.h.)
- FRE 5003 French Women Writers (3 s.h.)
- FRE 5004 The French Media (3 s.h.)
- FRE 5021 Poetry of French Expression (3 s.h.)
- FRE 5023 Theater and Performance in French (3 s.h.)
- FRE 5025 French Cultural Studies (3 s.h.)
- FRE 5026 Francophone Cultures (3 s.h.)
- FRE 5555 History of the French Language (3 s.h.)
- FRE 5565 Advanced French Expression (3 s.h.)
- Additional Electives (FL 5530-5549, FL 5601, FRE 5500, FRE 5530-5549) chosen with the approval of the Advisor or the Program Director (0-6 s.h.)

ELECTIVE HOURS ........................................................................................................ 21 or 24

TOTAL HOURS FOR THE MA DEGREE .................................................................... 30

Thesis: Required
Proficiency: Proficiency in French is required.
Comprehensive: Each M.A. candidate develops a portfolio of representative work generated in the course of the M.A. program. The portfolio contains fully revised versions of the candidate’s best work produced for all classes in the content area, and serves as the basis for a one-hour oral comprehensive examination. For specific guidelines see http://www.fll.appstate.edu.
Product of Learning: None required
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN ROMANCE LANGUAGES, FRENCH TEACHING
(223*/16.0999) – Applications are currently closed; contact Dr. Moser for information.

Admission Requirements: Baccalaureate degree in Spanish, French or a closely related field from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; writing sample in French; audiotaped interview for evaluation of oral command of target language; two undergraduate literature courses and two culture courses. International students must submit a writing sample in English and must pass an oral interview in English. See complete guidelines at http://www.fll.appstate.edu.

K-12 Teaching Concentration Applicants: You must provide evidence of NC “A” licensure or the equivalent from another state prior to admission.

Basic Criteria for Consideration: Cumulative Undergraduate GPA: 3.0; GPA in subject area: 3.2; Official GRE scores from ETS. No minimum scores have been established.

Hours: 36 semester hours

Location: On Campus

Required Courses:

| FL 5590 | Issues in Teaching Foreign Languages and Cultures | 3 |
| FL 5601 | Bilingualism and Second Language Acquisition | 3 |

**REQUIRED HOURS**

Concentration: (CHOOSE ONE)

**FRENCH COMMUNITY COLLEGE TEACHING (DOES NOT LEAD TO LICENSURE) (223E)**

Students must select a total of 6 semester hours from the following.

| HE 5420 | The Community College (3 s.h.) |
| HE 5430 | Organization and Administration of Postsecondary Education (3 s.h.) |
| HE 5440 | Instruction in Postsecondary Institutions (3 s.h.) |
| HE 5630 | The Adult Learner (3 s.h.) |
| HE 5810 | Planning Educational Programs (3 s.h.) |
| HE 6631 | Teaching and Learning in Postsecondary Education (3 s.h.) |

**CONCENTRATION HOURS**

**FRENCH K-12 TEACHING (NC “M” LEVEL TEACHER LICENSURE) (223D)[T]**

+ Leads to NC Teacher Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs. Students must complete 3 education courses.

| FL 5525 | Product of Learning | 3 |
| CI/SPE 5045 | Advanced Topics in Diversity | 3 |
| CI/LSA 5585 | Teacher Leadership and School Improvement | 3 |

**CONCENTRATION HOURS**

Elective Hours: Students must select 21 to 24 semester hours from the following:

| FRE 5001 | Francophone Children’s and Adolescent Literature (3 s.h.) |
| FRE 5002 | Masterpieces of Francophone Art and Literature (3 s.h.) |
| FRE 5003 | French Women Writers (3 s.h.) |
| FRE 5004 | The French Media (3 s.h.) |
| FRE 5021 | Poetry of French Expression (3 s.h.) |
| FRE 5023 | Theater and Performance in French (3 s.h.) |
| FRE 5025 | French Cultural Studies (3 s.h.) |
| FRE 5026 | Francophone Cultures (3 s.h.) |
| FRE 5555 | History of the French Language (3 s.h.) |
| FRE 5565 | Advanced French Expression (3 s.h.) |

Additional Electives (FL 5530-5549, FRE 5500, FRE 5530-5549) chosen with the approval of the Advisor or the Program Director (0-6 s.h.)

**ELECTIVE HOURS**

**TOTAL HOURS FOR THE MA DEGREE**

**36**
**Thesis:** None required  
**Proficiency:** Proficiency in French is required.  

**Comprehensive:**
- **Community College Track:** Each M.A. candidate develops a portfolio of representative work generated in the course of the M.A. Program. The portfolio contains fully revised versions of the candidate's best work produced for all classes in the content area, and serves as the basis for a one-hour oral comprehensive examination. Refer to specific guidelines for the portfolio at: www.fll.appstate.edu.
- **K-12 Teaching Track:** Requirement is fulfilled via successful presentation of the Product of Learning.

**Product of Learning:**
- **Community College Track:** Not required.
- **K-12 Teaching Track:** Requirement is fulfilled via successful completion and presentation of the Product of Learning. Refer to specific guidelines for the Product of Learning at: www.fll.appstate.edu.

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**GRADUATE COURSES IN FOREIGN LANGUAGES AND LITERATURES (FL)**

**FL 5500. Independent Study/(1-3).F;S.**

**FL 5525. Product of Learning/(3).On Demand.** An on-going research/pedagogical project in thesis or portfolio form. Graded on an S/U basis.

**FL 5530-5549. Selected Topics/(1-4).On Demand.**

**FL 5550. Structure of Modern English for TESL/(3).On Demand.** This course will investigate the structure of the English language from the viewpoint of modern linguistics. Focus will be placed on the role of grammar in the second language classroom and methods of teaching grammar in a communicative context. Prerequisites: two years of foreign language and FL 2050. [Dual-listed with FL 4550.]

**FL 5551. Materials and Methods in TESL/(3).On Demand.** A survey of various methods and materials to teach English to speakers of other languages. Discussion will focus on factors affecting how curricula are developed to most effectively teach speaking, listening, reading, writing, and culture to ESL students. Central to this course will be: an emphasis on various methods used to teach ESL holistically and in the context of a particular content; assessment; materials and resources; and the growth and development of the field of ESL. Prerequisites: two years of foreign language and FL 2050. [Dual-listed with FL 4551.]

**FL 5555. Practicum in TESL/(3).On Demand.** This course provides future ESL teachers with experience teaching English to speakers of other languages in a supervised setting. As a part of this course, students complete a project/portfolio for use in future instruction. Prerequisites: two years of foreign language and FL 2050, FL 3010, FL 3020, FL 5550. May be taken concurrently with FL 5551. [Dual-listed with FL 4555.]

**FL 5590. Issues in Teaching Foreign Languages and Cultures/(3).F.Alternate Years.** An examination of current methodologies for teaching and research in second language learning across varied instructional settings, with practical applications that reflect an evolving standard of professionalism for foreign language teachers. A textbook along with recent publications on the National Standards for Language Teaching are the core readings for the course, with additional articles placed on reserve in the Library. Offered alternate years with FL 5601.

**FL 5600. Linguistics/(3).SS.** Study of sounds/intonation, word formation, syntax, semantics, pragmatics and their application to learning a second language. Different theoretical approaches will be explained. Students will apply linguistic concepts to problems in a variety of languages. The course will also demonstrate how linguistics analyzes dialects and resolves problems of language learning and teaching.

**FL 5601. Bilingualism and Second Language Acquisition/(3).F.Alternate Years.** An examination of competing views of second language acquisition which inform the way foreign languages are taught. Introduction to a variety of research
methods and practices typically used to study and assess student learning. The course culminates in the design of a second-language acquisition project by the student. Offered alternate years with FL 5590.

**FL 5989. Graduate Research/(1-9).F,S.** This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. FL 5989 does not count toward a degree.

**GRADUATE COURSES IN FRENCH (FRE)**

**FRE 5000. Research and Critical Theory/(3).On Demand.** Overview of source materials and advanced research methodologies in foreign languages. Study of the various critical movements and disciplinary approaches to language and literature. Practical application of methods for uncovering, evaluating, organizing, and reporting of source material. (Same as SNH 5000.)

**FRE 5001. Francophone Children’s and Adolescent Literature/(3).S.** This course will investigate the history and development of children’s and adolescent literature in France and in the francophone world. Study of roles and perceptions of the child and adolescent as these appear in fictional and (auto)biographical writings, and various mass media. Readings may vary.

**FRE 5002. Masterpieces of Francophone Art and Literature/(3).F.** A study of French and Francophone plastic, performance, and verbal art from various historical periods and geographic origins. The course offers a pluridisciplinary exploration of relationships between artistic works and the cultures that produce them. Readings may vary.

**FRE 5003. French Women Writers/(3).F.** An examination of French women writers and their works from the Middle Ages to the present. The survey will consider examples of many genres women have created, used, or adapted. Primary sources chosen for important themes will be complemented by historical and critical readings. Selection of authors and works will vary from semester to semester.

**FRE 5004. The French Media/(3).F.** The course explores the historical evolution, vehicles of diffusion, purposes, and importance of French media from traditional print to innovative hypertext, and from rudimentary radio to digital broadcasting of the “information age.” Coursework includes theoretical readings that complement a “hands-on” investigation and manipulation of these various media.

**FRE 5021. Poetry of French Expression/(3).S.** Comprehensive overview of poetic form, function, and analysis as these pertain to the French-speaking world and French and Francophone literary history. Commented readings of representative poetic texts as products of culture and as tools for language learning.

**FRE 5023. Theater and Performance in French/(3).F.** Study of a variety of aspects pertaining to theatricality and theatrical genres from traditional venues to pop culture icons. Primary texts will be complemented by theoretical works, film adaptations, and other media presentations. Readings may vary.

**FRE 5025. French Cultural Studies/(3).S.** A study of various artifacts, historic events, and cultural practices and theories that have shaped the private and public spheres of social and institutional development in France. Readings may vary.

**FRE 5026. Francophone Cultures/(3).S.** This course consists of an in-depth study of selected literary texts and other cultural artifacts (such as films, newspapers, magazines) that underline the traditional and contemporary aspects of Francophone culture. Laboratory work will be mandatory.

**FRE 5500. Independent Study/(1-3).On Demand.**

**FRE 5530-5549. Selected Topics/(1-4).On Demand.**

**FRE 5555. History of the French Language/(3).S.** Study of the evolution of French from Latin to its present form; internal developments and external influences. Study of phonology, morphology and syntax of Old French and reading of selected Old French texts.
FRE 5565. Advanced French Expression/(3).F. Students will have the opportunity to advance their oral and written proficiencies by examining and using different registers of contemporary spoken French as well as analyzing different written genres. Their oral work will be based on reading and discussing current articles from newspapers and periodicals; their written work will be modeled on selected literary and cultural narratives written by experienced French writers. Prerequisites: senior or graduate standing and FRE 3080, or consent of the instructor. [Dual-listed with FRE 4565.]

FRE 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. FRE 5989 does not count toward a degree.

The Department of Geography and Planning offers the following graduate programs:

- **Master of Arts degree in Geography, Thesis Option (237A/45.0701)**
- **Master of Arts degree in Geography, Non-Thesis Option (237*/45.0701)** with concentrations in
  - General Geography (237B)
  - Planning (237C)
- **Graduate Certificate in Planning (109A/45.0701)**
- **Graduate Minor in Geography (241/45.0701)**

The graduate degree programs in Geography are designed to provide students with a broad range of academic and professional options. Foundations of the programs include preparing students for: 1) Ph.D. work in geography or planning, and 2) professional opportunities in applied geography and planning.

Courses in the following disciplines are offered through the Department of Geography:

- GHY: geography courses
- PLN: planning courses

**PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN PLANNING (109A/45.0701)**

**Admission Requirements:** Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu], including resume, three letters of recommendation, official GRE general exam scores, official transcripts from all colleges attended, and cover letter (not to exceed two pages) stating reasons why applicant wishes to enter the program.

**Basic Criteria for Consideration:** (Undergraduate GPA X 400) + GRE Verbal + GRE Quantitative = 2000

**Hours:** 18 semester hours

**Location:** On and Off Campus; please contact the Office of Extension and Distance Education for information on off-campus cohort starting dates and locations. [http://www.ext-dl.appstate.edu].

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PLN 5400</td>
<td>Planning Theory and Process</td>
</tr>
<tr>
<td>PLN 5420</td>
<td>Human Settlements and Planning History</td>
</tr>
<tr>
<td>PLN 5431</td>
<td>Planning Methods and Techniques</td>
</tr>
<tr>
<td>PLN 5730</td>
<td>Land Use Controls, Planning Law, and Ethics</td>
</tr>
<tr>
<td>GHY 5812</td>
<td>Advanced GIS (3 s.h.)</td>
</tr>
<tr>
<td>GHY 5312</td>
<td>GIS Management (3 s.h.)</td>
</tr>
</tbody>
</table>

Total Hours for the Certificate: 18
A graduate (M.A.) minor in Geography consists of 9-12 semester hours selected from the courses listed below:

- **GHY 5000**  Research Themes and Methods (3 s.h.)
- **GHY 5100**  Seminar in Physical Geography (3 s.h.)
- **GHY 5110**  Seminar in Spatial Analysis (3 s.h.)
- **GHY 5130**  Seminar in Human Geography (3 s.h.)
- **GHY 5400**  Planning Process (3 s.h.)

**TOTAL HOURS FOR THE MINOR** ................................................................. 9-12
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN GEOGRAPHY (Thesis Option) (Major Code: 237A/45.0701)

Admission Requirements: Baccalaureate degree* from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, official transcripts from all colleges attended, and cover letter (not to exceed two pages) stating reasons why applicant wishes to enter the program.

*Students entering the graduate program without a baccalaureate degree in geography are required to make up deficiencies in the areas of physical geography, human geography, and geographic techniques in consultation with the graduate committee.

Basic Criteria for Consideration: (Undergraduate GPA X 400) + GRE Verbal + GRE Quantitative = 2000

Hours: 30 semester hours Location: On Campus

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GHY 5000</td>
<td>Research Themes and Methods</td>
<td>3</td>
</tr>
<tr>
<td>GHY 5100</td>
<td>Seminar in Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>GHY 5130</td>
<td>Seminar in Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>GHY 5800</td>
<td>Advanced Quantitative and Qualitative Methods in Geography</td>
<td>3</td>
</tr>
<tr>
<td>GHY 5999</td>
<td>Thesis</td>
<td>4</td>
</tr>
</tbody>
</table>

REQUIRED HOURS: ................................................................. 16

Electives (5000 level or above)................................................................................. 14

ELECTIVE HOURS ........................................................................... 14

TOTAL HOURS FOR THE MA DEGREE ........................................................................... 30

Thesis: Required
Proficiency: None required
Comprehensive: Required
Product of Learning: None required
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN GEOGRAPHY (Non-Thesis Option) (Major Code: 237*/45.0701)

Admission Requirements: Baccalaureate degree* from an accredited college or university; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu], including resume, three letters of recommendation, official GRE general exam scores, official transcripts from all colleges attended, and cover letter (not to exceed two pages) stating reasons why applicant wishes to enter the program.

*Students entering the graduate program without a baccalaureate degree in geography are required to make up deficiencies in the areas of physical geography, human geography, and geographic techniques in consultation with the graduate committee.

Basic Criteria for Consideration: (Undergraduate GPA X 400) + GRE Verbal + GRE Quantitative = 2000

Hours: 36 semester hours

Location: On Campus

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GHY 5000</td>
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<td>3</td>
</tr>
<tr>
<td>GHY 5400</td>
<td>Planning Process</td>
<td>3</td>
</tr>
<tr>
<td>GHY 5800</td>
<td>Advanced Quantitative and Qualitative Methods in Geography</td>
<td>3</td>
</tr>
<tr>
<td>GHY 5900</td>
<td>*Internship in Geography</td>
<td>6</td>
</tr>
</tbody>
</table>

REQUIRED HOURS ..........................................................21

Concentrations: (CHOOSE ONE)

GENERAL GEOGRAPHY CONCENTRATION (237B)

Electives (5000 level or above)...........................................15

PLANNING CONCENTRATION (237C)

Planning Course Electives (5000 level or above)........................9
Interdisciplinary Electives (5000 level or above)........................6

CONCENTRATION HOURS ......................................................15

TOTAL HOURS FOR THE MA DEGREE ........................................36

Thesis: None required
Proficiency: None required
Comprehensive: Required
Product of Learning: None required

*The Internship will not be initiated until the student has been admitted to candidacy for the graduate degree. The student will complete a research project dealing with the internship experience and an oral defense of the project in lieu of a thesis.

GRADUATE COURSES IN GEOGRAPHY (GHY)

GHY 5000. Research Themes and Methods/(3).F. Study of the historical, ongoing, and emerging research themes and methods in geography; the students will examine and practice the processes of organizing research, gathering and analyzing data, and presenting research results in written and oral formats. Required within the initial 12 hours of graduate study.

GHY 5100. Seminar in Physical Geography/(3).S. An exploration of special problems related to physical geography with emphasis placed on their impact on the human environment. Barring duplication of content, a student may repeat this course for credit.
GEOGRAPHY AND PLANNING

**GHY 5110. Seminar in Spatial Analysis/(3).On Demand.** An exploration of unique problems related to one component of spatial analysis: cartography, remote sensing, quantitative/qualitative research methods, geographic information systems, or regional analysis. Barring duplication of content, a student may repeat this course for credit.

**GHY 5130. Seminar in Human Geography/(3).S.** An exploration of special problems related to human geography with emphasis placed on spatial patterns and processes. Barring duplication of content, a student may repeat this course for credit.

**GHY 5240. Transportation Geography and Planning/(3).F.** Students will apply urban planning principles, basic geographic theory and spatial statistics to policy and analysis issues of transportation and transportation planning. The course emphasizes transportation as a spatial phenomenon, and transportation planning as an activity and profession. [Dual-listed with GHY 4240.]

**GHY 5301. Regional Geography/(3).SS.** An in-depth examination of the world from a regional perspective with special attention given to conceptual topics such as world population growth, economic development and environmental problems.

**GHY 5312. GIS Management/(3).S.** The study of management issues, technological and management perspectives, and organizational settings necessary for developing a successful geographic information system - GIS can vary from a single-user workstation with a sole purpose to a complex multi-user, multi-department system, with different hardware and software environments, varied data requirements and standards for a variety of applications. These complexities and the manager’s perspective cover a wide array of GIS related topics.

**GHY 5400. Planning Theory and Process/(3).F.** Foundations of community and regional planning, including linkages with planning theory and growth management, comprehensive planning steps, and how practicing planners use various planning aspects and applications to address contemporary urban and regional issues. (Same as PLN 5400.)

**GHY 5500. Independent Study/(1-4).F;S.**

**GHY 5530-5549. Selected Topics/(1-4).On Demand.**

**GHY 5620. Synoptic and Regional Climatology/(3).F. Alternate years.** This course focuses on atmospheric controls and processes at the synoptic scale. Basic meteorological elements and concepts such as jet streams, long-range forecasting, cyclogenesis, and vorticity are discussed. Local and regional climatic patterns and anomalies are examined with respect to the dynamics of the large-scale circulation features of the atmosphere. [Dual-listed with GHY 4620.]

**GHY 5800. Advanced Quantitative and Qualitative Methods in Geography/(3).S.** This course will examine quantitative and qualitative procedures commonly used in the analysis of geographic and planning research problems, including research in both human and physical geography. The course focus will be on applications of quantitative and qualitative procedures in research, but conceptual and theoretical aspects of all procedures will also be discussed. Students will apply quantitative and/or qualitative methods to a geographic topic and will report on the results in a professional quality paper. Prerequisite: GHY 3800 or the equivalent.

**GHY 5810. Digital Image Processing/(3).F.** Course focuses on acquisition of digital images, image processing, image enhancement techniques for interpretation, and applications of remote sensing technology. Lecture two hours, laboratory two hours. [Dual-listed with GHY 4810.]

**GHY 5812. Advanced GIS/(3).F;S.** GIS is a wide ranging topic encompassing five distinct functions within a total system context. These functions are: 1) data input, 2) data storage, 3) data management, 4) data manipulation and analysis, and 5) data output. Emphasis will be placed on the applications frequently found in geography and planning. This course is project oriented to give the student maximum experience in each of the functions of a GIS and to allow the student to associate the technical areas of GIS with “real world” scenarios. Lecture two hours, laboratory two hours. [Dual-listed with GHY 4812.]

**GHY 5814. Principles of GeoComputation/(3).S.** GeoComputation is spatial analysis with or without a geographic information system (GIS). The increasing power of computational environments enables the creation of new methods for analyzing geographic data. This course will include: an introduction to GeoComputational theory, GIS programming, and applications of GIS and environmental models. Lecture two hours, laboratory two hours. Prerequisite: GHY 3812 or permission of the instructor. [Dual-listed with GHY 4814.]
GHY 5820. Geographical Hydrology/ (3). S. Study of the occurrence and movement of water on the earth, with a focus on applications of surface hydrology. Water movement through the hydrologic cycle, flood analysis, and water use/water policy are emphasized. [Dual-listed with GHY 4820.]

GHY 5850. Social Science Seminar/ (3). On Demand. A review and evaluation of the literature of the individual social science disciplines, as well as social science in general, emphasizing contemporary contexts, philosophical underpinnings, theoretical concerns, and methodological convergence. Prerequisite: twelve semester hours of graduate work. (Same as CJ 5850/HIS 5850/PS 5850/SOC 5850.)

GHY 5900. Internship in Geography/ (3-12). F; S. The internship emphasizes field work in the areas of locational analysis, environmental assessment and impact, and/or land use planning. For the Master of Arts (teacher licensure program) the internship involves teaching one or more geography courses in an appropriate setting. The type of internship, location of field experience, and sponsoring agency must be satisfactory to the student and to the department. A research paper is required. Graded on an S/U basis.

GHY 5989. Graduate Research/ (1-9). F; S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. GHY 5989 does not count toward a degree.


GRADUATE COURSES IN COMMUNITY AND REGIONAL PLANNING (PLN)

PLN 5400. Planning Theory and Process/ (3). F. Foundations of community and regional planning, including linkages with planning theory and growth management, comprehensive planning steps, and how practicing planners use various planning aspects and applications to address contemporary urban and regional issues. (Same as GHY 5400.)

PLN 5420. Human Settlements and Planning History/ (3). On Demand. Foundations of community and regional planning relating to the growth and development of cities and historical aspects of planning. Examination of how design and form impact the built environment, to include prominent planners who have influenced planning over time. This course focuses on the American city, but some examples may be from European and Asian countries and colonial practices.

PLN 5425. Task-Oriented Group Facilitation Methods/ (3). S. Learn how to maximize the collective power of groups, organizations, and communities by developing facilitation skills that help groups think, talk, and work together. Application opportunities using these skills include community development, organizational planning, education, government, and other occasions when people want to turn ideas into productive action and meaningful accomplishments. (Same as COM 5425.)

PLN 5431. Planning Methods and Techniques/ (3). On Demand. Foundations of community and regional planning relating to skills, knowledge, and abilities that practicing planners use to develop a better understanding of place. Scope of research includes components of plan-making (e.g., public opinion surveying; meeting facilitation; and demographic, economic, social, environmental, housing, land use, circulation, and community facilities studies).

PLN 5450. Planning for Sustainable Communities/ (3). S. This course familiarizes students with the opportunities and challenges of sustainable development in the context of community experience and civic life in the U.S. Emphasis is placed on linking collective behaviors; the social, ecological, and economic impacts of those behaviors; and strategies for increasing sustainability at the community scale. Students will develop a project focused on an issue of sustainability. [Dual-listed with PLN 4450.]

PLN 5460. Environmental Policy and Planning/ (3). SS. On Demand. An in-depth look at issues of public participation and involvement, intergovernmental relations, and the tools and practices involved with environmental planning in the United States. [Dual-listed with PLN 4460.]

PLN 5470. Community Development/ (3). F. A study of conventional and alternative strategies used by community development professionals, activists, and community members in urban and rural settings. Community development issues
will be discussed, including poverty and race, affordable housing, economic revitalization, environmental justice, and public participation in planning. [Dual-listed with PLN 4470.]

PLN 5730. Land Use Controls, Planning Law, and Ethics/(3). On Demand. Foundations of community and regional planning relating to plan implementation, including a spectrum of land use controls, the legal and constitutional framework of land use controls, and planning ethics.

PLN 5530-5549. Selected Topics/(1-4). On Demand.

PLN 5700. Project Management/(3). S. Simulated experiences involving complex procedures and methods pertinent to planning projects. The student will have opportunities to develop and utilize various project management skills and abilities, to include preparation of a community development proposal for external funding. Open to geography, planning, political science, real estate and leisure studies majors; others by permission of the instructor. Lecture two hours, laboratory two hours. [Dual-listed with PLN 4700.]
Department of Geology  
College of Arts and Sciences

Johnny A. Waters, Chair and Professor  
Ph.D., Indiana University  
WatersJA@appstate.edu

The Department of Geology does not offer a graduate program. The following courses are used to complement other graduate degree programs.

http://www.geology.appstate.edu/

Courses in the following disciplines are offered through the Department of Geology:
   GLY: geology courses

GRADUATE COURSES IN GEOLOGY (GLY)

GLY 5500. Independent Study/(1-3). On Demand.

GLY 5530-5549. Selected Topics/(1-4). On Demand.

GLY 5620. Hydrogeology/(4).S. Even-numbered years. The occurrence of groundwater resources; factors governing groundwater movement through aquifers; and an analysis of techniques for measuring a water resource are the focus of this course. Groundwater contamination and remediation methods will be introduced. Prerequisites: at least junior standing and a minimum of six semester hours of geology courses above the 1000 level or permission of the instructor. Lecture three hours, laboratory three hours. [Dual-listed with GLY 4620.]

GLY 5703. Advanced Environmental and Engineering Geology/(4).S. Field and laboratory analysis of problems arising from interactions between humans and Earth and application of geologic knowledge to the mitigation of these problems. Prerequisites: GLY 1103, GLY 2215, and GLY 3150. Lecture two hours; field practicum six hours. [Dual-listed with GLY 4703.]

GLY 5835. Summer Field Geology/(6).SS. An intensive five to six week practicum in making geologic maps, measuring sections, and using other field techniques. Prerequisites: GLY 3150, GLY 3715, and GLY 3800. [Dual-listed with GLY 4835.]
Master of Arts in Gerontology
Graduate Certificate in Gerontology
Department of Sociology and Social Work
College of Arts and Sciences

W. Edward Folts, Chair and Professor
Ph.D., University of Florida
FoltsWE@appstate.edu

Edwin Rosenberg, Program Director and Professor
Ph.D., University of Southern California
RosenbergE@appstate.edu

http://www.aging.appstate.edu/

The Department of Sociology and Social Work offers the following graduate programs in Gerontology:

- Master of Arts in Gerontology (Major Code: 245A/30.1101) – general emphasis
- Master of Arts in Gerontology (Major Code: 256*/30.1101) with three concentrations:
  - Counseling (256B)
  - Lifespan Transitions (256D)
  - Program Administration (256C)
- Graduate Certificate in Gerontology (110A/30.1101)

Courses in the following disciplines are offered by the Department of Sociology and Social Work:

- SOC: sociology
- SW: social work (see the Social Work program for course descriptions)

In addition, the Gerontology programs include coursework offered by other departments as follows:

- BIO: biology courses (see the Biology program for course descriptions)
- FCS: family and consumer sciences courses (see the Family and Consumer Sciences program for course descriptions)
- HCM: health care management courses (see the Management Department for course descriptions)
- HPC: human development and counseling courses (see the Community Counseling program for course descriptions)
- PS: political science courses (see the Political Science program for course descriptions)
- PSY: psychology courses (see the General Experimental Psychology program for course descriptions)
- RM: recreation management courses (see the Exercise Science program for course descriptions)

The Gerontology program, housed in the Department of Sociology and Social Work, prepares students for positions requiring graduate-level knowledge and skills in the field of aging. The program emphasizes knowledge about the psychological, sociological, and biological processes of normal aging as they affect the diverse and rapidly growing population of older adults in the state and the nation. Theory, research and professional career preparation are emphasized, as is knowledge and understanding of public policies implemented through federal and state programs.

Some courses may require prerequisites. It is the responsibility of the candidate to meet all prerequisites. The candidate’s undergraduate program must have included a course in statistics and a course in research methods. Candidates who are deficient in these or any other undergraduate prerequisites must take the equivalent course(s). An advisor will supervise each candidate’s program of study and will recommend to the Dean of the Graduate School any exceptions and/or substitutions when necessary.

Candidates for the Master of Arts degree must demonstrate an understanding of research procedures and show proficiency in interpreting data in various formats by completing the required course in research problems, and must either complete an additional course in research problems or write a thesis.

The Gerontology MA program qualifies for Academic Common Market status, and students from the southeastern states outside of North Carolina may qualify for a reduction to in-state tuition. Currently, the Gerontology program is open in the following states: Tennessee, Virginia, and West Virginia. Students should contact their home state’s ACM coordinator to request consideration. The complete list of coordinators is available on the Southern Regional Education Board website: http://www.sreb.org.
A Graduate Certificate is offered both on campus as on-line, and can be completed in either one or two years. It is designed to develop or supplement aging-related knowledge and skills for (1) students in other master’s degree programs; (2) employees who desire a Gerontology credential, but who do not want or need a master’s degree; (3) others with a personal or professional interest in aging and elders.

Appalachian’s Gerontology programs are approved by the NC Division of Facility Services to offer the assisted living facility Administrator-in-Training Program.

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN GERONTOLOGY (CERTIFICATE CODE: 110A/30.1101).

Admission requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume and official transcripts for baccalaureate degree.

Hours: 15 hours.

Location: On Campus and/or On Line.

Required Courses:

<table>
<thead>
<tr>
<th>SOC</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>5400</td>
<td>Sociology of Adult Development and Aging</td>
<td>3</td>
</tr>
<tr>
<td>5420</td>
<td>Health Care and Aging</td>
<td>3</td>
</tr>
<tr>
<td>5551</td>
<td>Social Context of Services to Older Adults</td>
<td>3</td>
</tr>
</tbody>
</table>

REQUIRED HOURS ........................................................................................................... 9

Electives: (chosen in consultation with an advisor)

6 hours of electives in one of five interest areas: Business Administration, Interpersonal/Group Dynamics, Health Care Management, Home and Social Economics, and Public Management.

ELECTIVE HOURS ........................................................................................................... 6

TOTAL HOURS FOR THE CERTIFICATE ................................................................. 15
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN GERONTOLOGY – GENERAL EMPHASIS (Major code: 245A/30.1101)

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general test scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: Undergraduate GPA 2.75; GRE Verbal + GRE Quantitative = 900.

Hours: 30 semester hours with thesis; 36 without thesis Location: On Campus

Required Courses:
- BIO 5563 Biology of Aging ................................................................. 3
- HPC 5680 Counseling the Aging .......................................................... 3
- PSY 5562 Psychology of Adulthood and Aging ........................................ 3
- SOC 5110 Research Problems I (or an equivalent course in a cooperating discipline) 3
- SOC 5400 Sociology of Adult Development and Aging ............................ 3
- SOC 5420 Health Care and Aging ........................................................... 3
- SOC 5900 Internship ............................................................................. 3

REQUIRED HOURS ................................................................................. 21

Thesis Options (CHOOSE ONE):
WITH THESIS
- SOC 5999 Thesis .................................................................................. 3-6
- Electives (5000 level or above) ............................................................... 3-6
  (chosen with advice and approval of the Program Director; see list of approved electives later in this section)

WITHOUT THESIS
- SOC 5990 Research Problems II (or equivalent course in a cooperating discipline) 3
- Electives (5000 level or above) ............................................................... 12
  (chosen with advice and approval of the Program Director; see the list of approved electives later in this section)

THESIS OPTION HOURS ......................... 9 (with thesis) or 15 (without)

TOTAL HOURS FOR THE MA DEGREE .................. 30 (with thesis)
  or 36 (without thesis)

Thesis: Optional
Proficiency: None required
Comprehensive: Each candidate must successfully complete a written comprehensive examination.
Product of Learning: None required
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN GERONTOLOGY - WITH CONCENTRATIONS
(Major code: 256*/30.1101)

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general test scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: Undergraduate GPA 2.75 or higher; GRE Verbal + GRE Quantitative = 900 or higher.

Hours: 33 semester hours with thesis; 36 without thesis

Location: On Campus

### Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 5563</td>
<td>Biology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>HPC 5680</td>
<td>Counseling the Aging</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5562</td>
<td>Psychology of Adulthood and Aging</td>
<td>3</td>
</tr>
<tr>
<td>SOC 5110</td>
<td>Research Problems I (or equivalent course in a cooperating discipline)</td>
<td>3</td>
</tr>
<tr>
<td>SOC 5400</td>
<td>Sociology of Adult Development and Aging</td>
<td>3</td>
</tr>
<tr>
<td>SOC 5420</td>
<td>Health Care and Aging</td>
<td>3</td>
</tr>
<tr>
<td>SOC 5900</td>
<td>Internship</td>
<td>3</td>
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</table>

**REQUIRED HOURS** ................................................................. 21

### Concentrations (CHOOSE ONE):

#### COUNSELING CONCENTRATION (256B)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPC 5220</td>
<td>Counseling Theory and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>HPC 5790</td>
<td>Group Methods and Processes</td>
<td>3</td>
</tr>
<tr>
<td>HPC 5850</td>
<td>Theory and Practice of Reality Therapy</td>
<td>3</td>
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#### LIFESPAN TRANSITIONS CONCENTRATION (256D)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 5110</td>
<td>Practical Issues in Family Development</td>
<td>3</td>
</tr>
<tr>
<td>FCS 5210</td>
<td>Nutrition for the Elderly</td>
<td>3</td>
</tr>
<tr>
<td>FCS 5315</td>
<td>Housing for the Elderly</td>
<td>3</td>
</tr>
<tr>
<td>FCS 5551</td>
<td>Families in Later Life</td>
<td>3</td>
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</table>

#### PROGRAM ADMINISTRATION CONCENTRATION (256C)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PS 5180</td>
<td>Public Policy Analysis and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PS 5360</td>
<td>Public Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>PS 5665</td>
<td>Public Management</td>
<td>3</td>
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</table>

**CONCENTRATION HOURS** ......................................................... 9-12

### Thesis Options (CHOOSE ONE):

#### WITH THESIS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SOC 5999</td>
<td>Thesis</td>
<td>3-6</td>
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#### WITHOUT THESIS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SOC 5990</td>
<td>Research Problems II (or an equivalent course in a cooperating discipline)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>(5000 level or above)</td>
<td>0-3</td>
</tr>
</tbody>
</table>

(chosen with advice and approval of the Program Director – see list of approved electives on next page)

**THESIS OPTION HOURS** .............................................................. 3-6

**TOTAL HOURS FOR THE MA DEGREE** .......................... 33 (with thesis) or 36 (without thesis)

Thesis: Optional
Proficiency: None required
Comprehensive: Each candidate must successfully complete a written comprehensive examination.
Product of Learning: None required
NOTES FOR MA Students: Courses meeting the requirements for Internship, Research Problems, Thesis, and Independent Research Study may be taken, where available, in any of the cooperating disciplines with the approval of the Program Director.

List of Approved Electives for MA Programs:
Courses currently approved for electives include, but are not limited to, the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FCS</td>
<td>Practical Issues in Family Development</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>FCS</td>
<td>Nutrition for the Elderly</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>FCS</td>
<td>Housing for the Elderly</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>FCS</td>
<td>Families in Later Life</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>HCM</td>
<td>Managed Care</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>HPC</td>
<td>Counseling Theory and Techniques</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>HPC</td>
<td>Group Methods and Processes</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PA</td>
<td>Theory and Practice of Reality Therapy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PA</td>
<td>Public Policy Analysis and Program Evaluation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PA</td>
<td>Public Personnel Administration</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PA</td>
<td>Public Management</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RM</td>
<td>Leisure and Aging</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>SOC</td>
<td>Selected Topics</td>
<td>1-4 s.h.</td>
</tr>
<tr>
<td>SW</td>
<td>Death, Dying, and Living</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

GRADUATE COURSES IN SOCIOLOGY (SOC)

SOC 5025. Advanced General Sociology/(3).F. Systematic critical analysis of the state of the sociology discipline and of major sociological principles and ideas.

SOC 5110. Research Problems I/(3).F. Survey of social research methodologies. Includes the foundations of inquiry, theory construction, and the investigation of various approaches to the study of social phenomena. Topics covered include observation, non-intrusive research, content analysis, focused and unfocused interviewing, scale and index construction, sampling and survey research designs.

SOC 5200. Contemporary Sociological Theory/(3).F. A review and assessment of the works of leading contemporary sociologists with critical analysis centering around the nature of sociological explanation.

SOC 5270. Complex Organizations/(3).On Demand. An examination of theories of large scale organizations with a substantive, comparative analysis of types of organization such as bureaucratic, prison, hospital, industrial, scientific, and voluntary organizations.

SOC 5300. Appalachia in Social Context/(3).S. Examines the social relationships among the people who inhabit the geographical region known as Appalachia. Focus upon the social history, demography, and social institutions of the region.

SOC 5350. Contemporary Social Issues/(3).F. A critical analysis of some of the major social issues in American society. Emphasis will be placed upon the theoretical and empirical implications of social attitudes toward the explanation, treatment, and public policy decisions related to these issues.

SOC 5400. Sociology of Adult Development and Aging/(3).F. A sociological approach to the study of the stages of adult life. This will include current theory and research on the processes of development and age-related changes during the adult years.

SOC 5420. Health Care and Aging/(3).S. An analysis of how aging related changes impact the range and delivery of health care programs. Issues considered include health, long-term care, elder abuse, family care giving patterns, health insurance models, and how cost, quality, and access impact health care for the elderly.


SOC 5530-5549. Selected Topics/(1-4).On Demand. An opportunity to study a special topic or combination of topics.
not otherwise provided for in the sociology curriculum. May be repeated for credit when content does not duplicate.

**SOC 5560. Race and Minority Relations/(3).F.** Examination of intergroup relations, including racial, ethnic, and women’s issues; the bases of conflict, accommodation, and assimilation; the nature and consequences of prejudice and discrimination; evaluation of proposals for reduction or elimination of prejudice and discrimination. [Dual-listed with SOC 4560.]

**SOC 5570. The Addictive Process/(3).F;S.** An examination of sociological and psychological contributants to alcohol and drug addiction and abuse in our society. The addictive process and its impact on the individual and society are described, as well as treatment and program efforts. Students will also examine their own feelings and attitudes about alcohol and drug use and abuse. (Same as HPC 5560.) [Dual-listed with SOC 4570.]

**SOC 5600. Political Sociology/(3).S. Alternate years.** An analysis of the social influences on political behavior, the relationship between political and other institutions, the uses and abuses of political power. [Dual-listed with SOC 4600.]

**SOC 5630. Programs and Services for Older Adults/(3).F.** This course focuses on both policy and practice issues related to services for older adults. Drawing on research from both sociology and social work, the long-term impact of an aging society on social institutions as well as relevant modes of practice in addressing the needs of the older population are emphasized. (Same as SW 5630.) [Dual-listed with SOC 4630.]

**SOC 5650. Women in the Justice System/(3).S.** This course will explore issues related to women in the criminal justice system. It will examine the types of crime committed by women, treatment of women by police, courts, and the correctional system, women’s victimization by battering, rape, and harassment, and women in non-traditional criminal justice occupations. [Dual-listed with SOC 4650.]

**SOC 5710. Rural and Urban Communities/(3).S. Alternate years.** Analysis of the structure and functioning of rural and urban communities; social organization and change within and among communities. [Dual-listed with SOC 4710.]

**SOC 5750. Social Stratification/(3).F.** A study of the distribution of wealth, power, privilege, and prestige. The course examines conservative, liberal, and radical explanations of human inequality. Cross-cultural and comparative analysis is used to focus on various problems of inequality and their consequences. [Dual-listed with SOC 4750.]

**SOC 5800. Sociology of the Family/(3).S.** The origin and development of the family as a social institution; the contemporary family in various cultures; the relationship of the family to the economic, political, religious, and educational institutions in American society. Prerequisite (for undergraduates): SOC 1110. [Dual-listed with SOC 4800.]

**SOC 5850. Social Science Seminar/(3).On Demand.** A review and evaluation of the literature of the individual social science disciplines, as well as social science in general, emphasizing contemporary contexts, philosophical underpinnings, theoretical concerns, and methodological convergence. Prerequisite: twelve semester hours of graduate work. (Same as CJ 5850/GHY 5850/HIS 5850/PS 5850.)

**SOC 5900. Internship: Field Experience/(3-12).F;S.** Supervised placement in a setting which provides an opportunity to observe and practice sociological skills. Graded on an S/U basis.

**SOC 5950. Globalization and Population/(3).On Demand.** This course examines how worldwide changes have given rise to global organizations, global inequities and some environmental degradation. Special emphasis is placed on how the population dynamics of fertility, mortality and migration underlie many global issues and create new conflicts. [Dual-listed with SOC 4850.]

**SOC 5989. Graduate Research/(1-9).F;S.** This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. SOC 5989 does not count toward a degree.

**SOC 5990. Research Problems II/(3).S.** For students not writing a thesis. Content focuses upon the development of a research proposal including a review of literature, derivation of a theoretical overview, and the outline of a research design. Graded on an S/U basis. Prerequisite: SOC 5110.

**SOC 5999. Thesis/(1-6).F;S.** Graded on an S/U basis.
The Department of Leadership and Educational Studies offers the following graduate programs in higher education:

**Master of Arts in Higher Education** (Major Code: 454*/13.0406), with four concentrations:
- Administration (454B)
- Adult Education (454C)
- Developmental Education (454D)
- Teaching (454E)

**Education Specialist in Higher Education** (Major Code: 455*/13.0406), with four concentrations:
- Administration (455B)
- Adult Education (455C)
- Developmental Education (455D)
- Teaching (455E)

The Department of Leadership and Educational Studies also offers graduate programs in Educational Media, Library Science, and School Administration. These programs are detailed under separate headings in this bulletin.

The Department of Leadership and Educational Studies serves the education community and the public through:
- foundations of education courses for teacher education majors.
- research courses to help students develop skills and knowledge needed to understand the design, implementation, and evaluation of educational research.
- graduate programs in public school administration; community college and higher education administration, teaching, developmental education and adult education; library science; and educational media/instructional technology.

Courses in the following disciplines are offered through the Department of Leadership and Educational Studies:
- **FDN**: educational foundations courses
- **HE**: higher education courses
- **ITC**: instructional technology courses (see the Educational Media – Instructional Technology program for course descriptions)
- **LIB**: library science courses (see the Library Science program for course descriptions)
- **LSA**: leadership in school administration courses (see the School Administration program for course descriptions)
- **RES**: educational research courses

In addition, the Higher Education program includes coursework offered by other departments as follows:
- **CI**: curriculum and instruction courses (see the Curriculum Specialist program for course descriptions)
- **HPC**: human development and counseling courses (see the Community Counseling program for course descriptions)

The Higher Education graduate program was founded in 1968 in response to the growing need for community college and university instructors and administrators in North Carolina postsecondary institutions. Although the program continues its original role, it now serves a national and international population of students and professionals concerned with postsecondary education. The program’s purposes include:
- preparing students for roles as community college and university instructors and administrators.
- advancing the skills and knowledge of current two-year and four-year college and university professionals.
- preparing students to design, deliver, and evaluate educational programs for adults in community colleges and
universities, allied health programs, industry, the community, and other agencies and organizations offering adult education.

- preparing students for doctoral-level studies.

**Higher Education (M.A.)** (454*/13.0406) — prepares students who wish to work in postsecondary institutional settings. Students must select one of the following concentrations: Administration (454B), Adult Education (454C), Developmental Education (454D), or Teaching (454E). The teaching concentration (454E) is designed to prepare students to teach in two-year community colleges and four-year institutions. The degree in Higher Education does not lead to North Carolina public school administration and supervision licensure.

**Higher Education (Ed.S.)** (455*/13.0406) — provides advanced graduate work beyond the M.A. degree for professionals in the area of postsecondary education. This degree is for individuals interested in advancing their careers, preparing for a doctoral program, or expanding their professional area to include one of four concentrations. Students must select one of the following concentrations: Administration (455B), Adult Education (455C), Developmental Education (455D), or Teaching (455E). The Education Specialist (Ed.S.) degree in Higher Education (455*/13.0406) is designed to provide students who have earned a Masters degree an opportunity to advance their careers in the area of higher education administration, teaching or developmental education in two-year colleges, four-year colleges, or in organizations and institutions which provide adult education programs. The Ed.S. in Higher Education is a non-licensure program and does not lead to North Carolina teaching, administration, or supervision licensure.

**General Information for All Students:** A student working toward a degree and/or licensure in the Department of Leadership and Educational Studies must develop her/his Program of Study in consultation with an approved advisor. Candidacy forms must be submitted to the Office of Graduate Studies and Research before the student has completed 12 semester hours of course work. Degree students taking courses without being officially assigned an advisor and receiving the advisor’s approval do so at the risk of not having the courses approved as part of the degree program.

All electives must be approved by the student’s advisor in all programs. Students pursuing or holding graduate degrees in other departments, and also seeking administration and supervision licensure, must take the necessary courses and internship prescribed by the Department of Leadership and Educational Studies.

**Location of Program:** The Higher Education programs are offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started periodically, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Extension and Distance Education: http://www.ext-dl.appstate.edu.

**Community College Teaching (Non-Licensure) Professional Education Requirements in Programs Outside of Higher Education:** In addition to the Teaching concentration in Higher Education, there are other programs that focus on college teaching. Majors available to students are: English, French, History, Mathematics, Spanish, and Technology. For required courses in the academic field, see the appropriate section. It is highly recommended that 6-12 s.h. (5000 level or above) of professional higher education (HE) courses should be chosen with the advice and approval of the graduate advisor. Refer to specific information in the major department or contact the Department of Leadership and Educational Studies.
**PROGRAM OF STUDY FOR THE MASTER OF ARTS IN HIGHER EDUCATION (Major Code: 454*/13.0406)**

**Admission Requirements:** Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended.

**Basic Criteria for Consideration:**
Students must have a GPA of 3.0 in the last 60 hours of undergraduate work and official GRE scores or official MAT scores.

**OR GPA for the last 60 hours of undergraduate study above 2.70, but below 3.0, and GRE V + GRE Q = 800, or MAT score of 385.**

**Hours:** 36 semester hours

**Location:** On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

**Required Core Courses:** (9 s.h.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RES 5000</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>HE 5900</td>
<td>Higher Education Internship/Field Study</td>
<td>3</td>
</tr>
<tr>
<td>HE 6861</td>
<td>American Higher Education</td>
<td>3</td>
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**REQUIRED HOURS** ................................................................. 9

**Concentrations: (CHOOSE ONE) (27 s.h. required)**

**ADMINISTRATION CONCENTRATION (454B)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 5430</td>
<td>Organization &amp; Administration of Postsecondary Education</td>
<td>3</td>
</tr>
<tr>
<td>HE 5700</td>
<td>Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>HE 5840</td>
<td>College Finance</td>
<td>3</td>
</tr>
<tr>
<td>HE 5990</td>
<td>The Law of Higher Education</td>
<td>3</td>
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</table>

Choice of Thesis or Non-Thesis Option ......................................... 0 or 3

Students have the option to complete HE 5999 Thesis (3 s.h.)

Electives chosen from the list below based on career interests ................................ 12 or 15

(with the advice and approval of graduate advisor)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ITC 5220</td>
<td>Computers in Educational Settings</td>
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</tr>
<tr>
<td>HE 5250</td>
<td>Conflict Management in Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>HE 5420</td>
<td>The Community College</td>
<td>3</td>
</tr>
<tr>
<td>HE 5630</td>
<td>The Adult Learner</td>
<td>3</td>
</tr>
<tr>
<td>HE 5780</td>
<td>Grantsmanship in Education</td>
<td>3</td>
</tr>
<tr>
<td>HE 5810</td>
<td>Planning Educational Programs</td>
<td>3</td>
</tr>
<tr>
<td>HE 5960</td>
<td>Government and Corporate Relations</td>
<td>3</td>
</tr>
<tr>
<td>HE 6090</td>
<td>Seminar in Developmental Education</td>
<td>3</td>
</tr>
<tr>
<td>HE 6650</td>
<td>Seminar in Postsecondary Education</td>
<td>3</td>
</tr>
<tr>
<td>HE 6840</td>
<td>College Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>HPC 5380</td>
<td>College Students and Their Environments</td>
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**ADULT EDUCATION CONCENTRATION (454C)**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 5050</td>
<td>Designing Adult Learning Experiences</td>
<td>3</td>
</tr>
<tr>
<td>HE 5080</td>
<td>Introduction to Adult Education</td>
<td>3</td>
</tr>
<tr>
<td>HE 5630</td>
<td>The Adult Learner</td>
<td>3</td>
</tr>
<tr>
<td>HE 5810</td>
<td>Planning Educational Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

Choice of Thesis or Non-Thesis Option ......................................... 0 or 3

Students have the option to complete HE 5999 Thesis (3 s.h.)

Electives chosen from the list below based on career interests ................................ 12 or 15

(with the advice and approval of graduate advisor)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 5630</td>
<td>Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>ITC 5220</td>
<td>Computers in Educational Settings</td>
<td>3</td>
</tr>
<tr>
<td>HE 5250</td>
<td>Conflict Management in Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>HE 5420</td>
<td>The Community College</td>
<td>3</td>
</tr>
<tr>
<td>HE 5440</td>
<td>Instruction in Postsecondary Institutions</td>
<td>3</td>
</tr>
<tr>
<td>HE 5700</td>
<td>Educational Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>
DEVELOPMENTAL EDUCATION CONCENTRATION (454D)

HE 5630  The Adult Learner .................................................................3
HE 6090  Seminar in Developmental Education ........................................3
Select one course from the following: .......................................................3
  HE 5050  Designing Adult Learning Experiences (3 s.h.)
  HE 5420  The Community College (3 s.h.)
  HE 5430  Organization & Administration of Postsecondary Education (3 s.h.)
  HE 5440  Instruction in Postsecondary Institutions (3 s.h.)
  HE 5700  Educational Leadership (3 s.h.)
  HE 5780  Grantsmanship in Education (3 s.h.)
  HE 5810  Planning Educational Programs (3 s.h.)
Choice of Thesis or Non-Thesis Option ......................................................0 or 3
Students have the option to complete HE 5999 Thesis (3 s.h.)
Electives chosen based on career interests ..................................................15 or 18
Students must select electives with the advice and approval of their graduate advisor to
develop an area of specialization. The following areas are suggested: counseling, reading, English,
mathematics, administration, adult education, etc.

TEACHING CONCENTRATION (454E)

HE 5420  The Community College ..........................................................3
HE 5440  Instruction in Postsecondary Institutions .....................................3
HE 5630  The Adult Learner .................................................................3
Electives chosen based on career interests ..................................................18
Students must select 18 s.h. of electives. These courses are to be taken in their
teaching/subject discipline with the advice and approval of their graduate advisor
with assistance from faculty in the discipline.

CONCENTRATION HOURS ............................................................................27

TOTAL HOURS FOR THE MA DEGREE ....................................................36

Thesis: A thesis is optional for the concentrations in Administration (454B), Adult Education (454C), and Developmental
Education (454D); however students are encouraged to consider the “Thesis Option.” A thesis is not available for the
Teaching concentration (454E).
Proficiency: None required
Comprehensive: Students must successfully complete a written comprehensive exam.
Product of Learning: None required
Admission Requirements: Master’s degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: GPA of 3.0 from the master’s degree. Applicants must present GRE or MAT scores but no minimum score is required. OR GPA from the master’s degree above 2.70, but below 3.0, and GRE V + GRE Q = 800, or MAT score of 400.

Hours: 30 semester hours

Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Required Core Courses: (9 s.h.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 6040</td>
<td>Readings in Postsecondary Education</td>
<td>3</td>
</tr>
<tr>
<td>HE 6650</td>
<td>Seminar in Postsecondary Education</td>
<td>3</td>
</tr>
<tr>
<td>HE 6900 or HE 5900</td>
<td>Higher Education Internship/Field Study.</td>
<td>3</td>
</tr>
</tbody>
</table>

REQUIRED HOURS .................................................................. 9

Concentrations: (CHOOSE ONE) (21 s.h.)

ADMINISTRATION CONCENTRATION (455B)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 5430</td>
<td>Organization &amp; Administration of Postsecondary Education</td>
<td>3</td>
</tr>
<tr>
<td>HE 5700</td>
<td>Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>HE 5840</td>
<td>College Finance</td>
<td>3</td>
</tr>
<tr>
<td>HE 5990</td>
<td>The Law of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HE 6861</td>
<td>American Higher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Choice of Thesis or Non-Thesis Option ................................................. 0 or 3

Electives chosen based on career interests with the advice and approval of graduate advisor ....... 6 or 9

ADULT EDUCATION CONCENTRATION (455C)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>HE 5080</td>
<td>Introduction to Adult Education</td>
<td>3</td>
</tr>
<tr>
<td>HE 5630</td>
<td>The Adult Learner</td>
<td>3</td>
</tr>
<tr>
<td>HE 5810</td>
<td>Planning Educational Programs</td>
<td>3</td>
</tr>
<tr>
<td>HE 6861</td>
<td>American Higher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Choice of Thesis or Non-Thesis Option ................................................. 0 or 3

Electives chosen based on career interests with the advice and approval of graduate advisor ....... 6 or 9

DEVELOPMENTAL EDUCATION CONCENTRATION (455D)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 5630</td>
<td>The Adult Learner</td>
<td>3</td>
</tr>
<tr>
<td>HE 6090</td>
<td>Seminar in Development Education</td>
<td>3</td>
</tr>
<tr>
<td>HE 6861</td>
<td>American Higher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following courses ................................................................ 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 5440</td>
<td>Instruction in Postsecondary Institutions</td>
<td>3</td>
</tr>
<tr>
<td>HE 6631</td>
<td>Teaching and Learning in Postsecondary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Choice of Thesis or Non-Thesis Option ................................................. 0 or 3

Electives chosen based on career interests with the advice and approval of graduate advisor ....... 6 or 9

TEACHING CONCENTRATION (455E)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 6631</td>
<td>Teaching and Learning in Postsecondary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives chosen based on career interests ............................................... 18

Students must select 18 s.h. of electives. These courses are to be taken in their teaching/subject discipline with the advice and approval of their graduate advisor with assistance from faculty in the discipline.

CONCENTRATION HOURS .................................................................. 21

TOTAL HOURS FOR THE ED.S. DEGREE .............................................. 30
**Thesis:** A thesis is optional for the concentrations in Administration (455B), Adult Education (455C), and Developmental Education (455D), however students are encouraged to consider the “Thesis Option.” A thesis is not required for the Teaching concentration (455E).

**Proficiency:** None required

**Comprehensive:** During the final term in the program, the student must successfully complete a comprehensive written and oral examination.

**Product of Learning:** None required

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**GRADUATE COURSES IN HIGHER EDUCATION (HE)**

**HE 5050. Designing Adult Learning Experiences/(3).F.** This course provides guided study and practice in the design of the instructional component of educational planning for adults. It includes the basic principles and theories of instructional design and adult learning with application to a variety of delivery formats within the following categories: individual, small-group, distance learning and community learning. Emphasis is placed on the integration of goals, teaching and learning activities, and assessment.

**HE 5080. Introduction to Adult Education/(3).F.** Provides a variety of experiences for students to develop an understanding and appreciation of the profession and practice of adult education including its major concepts, philosophies, and providers. The course is intended to serve as an introduction to the numerous populations, agencies, and delivery systems involved in the process of providing lifelong learning experiences.

**HE 5250. Conflict Management in Educational Administration/(3).S.** Sources of conflict for the administrator are analyzed including communications and professional negotiations. Emphasis is placed on basic problem solving techniques.

**HE 5420. The Community College/(3).S.** An analysis of two-year colleges in the United States. Emphasizes include historical development, mission, student characteristics, teaching and learning, curriculum planning, governance, finance, and current trends. Attention is also given to the role of the community college in serving its community and the values that guide this endeavor.

**HE 5430. Organization and Administration of Postsecondary Education/(3).F.** A study of the concepts of organization and administration as applied to post-secondary educational institutions and agencies. Emphasis is placed on understanding organizational structure and the functions of management in educational and agency environments.

**HE 5440. Instruction in Postsecondary Institutions/(3).F.** A study of various theories of instruction with emphasis on the merger of theory and practice in the development of learning strategies for higher education.

**HE 5451. Teaching Practicum in Higher Education/(1-3).On Demand.** A course study designed specifically for graduate teaching assistants at Appalachian State University as part of a preservice and inservice instructional development program. Attention is given to specific problems and issues relating to teaching in higher education. Resources are drawn from the faculty of the department and disciplines represented on campus to help the teaching assistants improve their teaching skills.

**HE 5500. Independent Study/(1-4).On Demand.** Subject matter may vary depending on student interest and need. A student may enroll more than once provided the content does not duplicate that of the previous course.

**HE 5530-5549. Selected Topics/(1-4).On Demand.**

**HE 5630. The Adult Learner/(3).F;S.** A study of the characteristics of adults as learners. Special attention is given to review of research on adult learning and to the role of the adult educator as a facilitator in the learning process.

**HE 5700. Educational Leadership/(2-3).F.** A study of the process of leadership with activities designed to improve skill in planning, decision making, organizing, communicating, and evaluating. Research on leadership and the processes of implementing change will be analyzed.

**HE 5780. Grantsmanship in Education/(3).On Demand.** A study of fiscal resources available to researchers and practitioners in professional education, involving identification of funding sources, an understanding of proposal requirements.
and strategies for proposal development, competence in proposal evaluation, experience in the drafting and submission of a specific proposal to an appropriate agency.

**HE 5810. Planning Educational Programs/(3).F.** The principles and processes involved in programming, including basic theories and concepts supporting the programming process for adult clientele. Consideration will be given to determining needs for specific training in a community and developing programs appropriate to meet those needs.

**HE 5840. College Finance/(3).F.** A study of financial management principles relating to higher education. Consideration is given to sources of funds, budgeting, purchasing, and financial accountability in higher education.

**HE 5900. Higher Education Internship/Field Study/(1-9).F;S.** Supervised experiences of teaching and/or administration under the direction of competent personnel, or study of problems in postsecondary educational institutions or other appropriate agencies. Graded on an S/U basis for MA degree students.

**HE 5960. Government and Corporate Relations/(3).S.** This course will prepare students to: access appropriate governmental, foundation, and corporation personnel; develop and utilize networks between a home organization and governmental contacts on a local, state, regional, and national level.

**HE 5970. Seminar on Community and Technical Colleges/(3).F.** Study and analysis of teaching, administrative, planning and leadership problems and issues related to community colleges, technical colleges, and technical institutes. Research of recent trends of two year colleges are studied. This course is also designed to complement the internship by assisting the students with course planning and development.

**HE 5989. Graduate Research/(1-9).F;S.** This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. HE 5989 does not count toward a degree.

**HE 5990. The Law of Higher Education/(3).F.** An overview of the law as it affects the administrator in higher education. The accent is on learning general concepts and sources of the law and regulations. Additionally, students select individual problem areas for detailed study.

**HE 5999. Thesis/(2-4).F;S.** Graded on an S/U basis.

**HE 6040. Readings in Postsecondary Education/(3).S.** Emphasis is given to understanding the conceptual framework of adult education, community education, developmental education, teaching, and administration through the study of relevant literature. Each student will conduct a study of the literature in one of these areas.

**HE 6090. Seminar in Developmental Education/(3).F.** This course explores developmental education as a professional field within the broader field of higher education. It contributes to the preparation of higher education professionals serving as teachers, advisors, or administrators in learning centers and developmental education programs. For those who are not planning a career in developmental education, the course provides a background in the field enabling them to understand the role of developmental education within the context of U.S. colleges and universities. The course explores major issues, problems, methods, and best practices in the design and delivery of developmental education and learning assistance.

**HE 6500. Independent Study/(1-4).On Demand.** Subject matter may vary depending on student interest and need. A student may enroll more than once provided the content does not duplicate that of the previous course.

**HE 6530-6549. Selected Topics/(1-4).On Demand.** Topics considered may include the following: Seminar in Educational Leadership; and Seminar in College Administration, etc.

**HE 6550. Seminar in Comparative Education/(2-3).On Demand.** A comparative study of post-compulsory institutions in other countries. Emphasis on the governance, administrative, curricular and instructional issues, concerns, and processes as they relate to the role of post-compulsory institutions. The study of an educational system is done in conjunction with seminars and visitations to educational institutions as well as travel throughout the countries under consideration, when possible.

**HE 6600. Seminar in Legal Problems/(3).S.** Current legal issues and problems related to organization and administration of public and private educational institutions. (Same as LSA 6600.)
HE 6631. Teaching and Learning in Postsecondary Education/(3).S. An in-depth study of learning concepts with implications for instructional models. Special emphasis is given to the process of structuring learning experiences.

HE 6650. Seminar in Postsecondary Education/(3).F. To help students integrate their personal and professional development. Particular attention is given to supporting them in developing the capacity to engage in reflective practice and to understand the connections between individual development and organizational development.

HE 6840. College Personnel Administration/(3).S. A historical and contemporary analysis of personnel administration of institutions of higher education in the United States will be analyzed. Specific topics such as tenure, grievances, evaluation, and recruitment, will be discussed as well as significant human resource legislation.

HE 6850. General Education and the Liberal Arts in Higher Education/(3).On Demand. The purpose is to help the student develop an understanding of the concepts of the liberal arts and general education in higher education, a knowledge of their historical development in America, and an acquaintance with the current state of these programs in American Higher Education.

HE 6861. American Higher Education/(3).F;S. This course will explore dynamics of American higher education through an examination of governance agencies, regulatory institutions, intergovernmental processes, public policies and socioeconomic issues that impact American higher education. The primary focus is on contemporary higher education in the United States and the culture of Western higher education.

HE 6900. Higher Education Internship/Field Study/(2-8).On Demand. Supervised experiences of teaching and/or administration under the direction of competent personnel, or study of problems in postsecondary educational institutions or other appropriate agencies. Graded on an S/U basis for Ed.S. degree students.

HE 6999. Education Specialist Thesis/(2-4).F;S. Graded on an S/U basis.

GRADUATE COURSES IN RESEARCH (RES)

RES 5000. Research Methods/(3).F;S. The primary purpose of this course is to enable practitioners to read, interpret, and conduct research aimed at improving their practice in their professions. The course includes a study of research methods, encompassing those used in action research, experimental, non-experimental, and qualitative research, evaluation, and policy analysis designs.

RES 5040. Teacher as Researcher/(3).F;S. This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research. (Same as CI 5040/RE 5040/SPE 5040.)

RES 5070. School-Based Evaluation and School Improvement Planning/(3).S.On Demand. This course is designed to equip the local school administrator with the tools necessary for designing and carrying-out school-based evaluation and for designing and implementing a school-improvement plan based on evaluation data. Students examine a variety of evaluation models, define school-improvement goals and objectives amenable to empirical data collection, select appropriate evaluation methodologies and data-analytic procedures, and develop an overall evaluation design and school-improvement plan based on real or simulated school- and district-based information.


RES 5530-5549. Selected Topics/(1-4).On Demand. Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of six hours credit.

RES 5560. Classroom Assessment/(3).F;S. This course is a survey of key measurement and assessment concepts needed by classroom teachers. It focuses on developing and using classroom assessments, including informal observations, that are linked to instructional objectives and classroom practices, and on the interpretation of state-mandated, formal
assessments. Traditional forms of assessment along with newer forms of assessment, including performance and portfolio assessments, are emphasized. Each student will be required to complete an action research project related to classroom assessment practices.

**RES 5600. Educational Statistics/(3).F&S.** A study of descriptive statistics, correlational techniques, and simple regression as applied to practice and research in education and counseling. Instruction in and extensive use of SPSS statistical package included. [Dual-listed with FDN 4600.]

**RES 6000. Advanced Research Methods, Design and Application/(3).F&S.** This course provides advanced guided study in the foundations for and practice of research methods in social and behavioral sciences. Emphasis will be placed on students becoming both critical consumers of educational and human services research literature and practitioners capable of conducting research. The course will assist in developing and strengthening students’ capacity for and professional application of research in assessment, accountability and data-informed decision making. The course also prepares students to design research that may be required for advanced graduate degrees.
The Department of History offers graduate programs that are designed to provide students with a broad range of academic and professional opportunities. The Department offers the following graduate degrees and a graduate minor:

- **Master of Arts in History** (Major Code: 255A/54.0101)
- **Master of Arts in History Education** (Major Code: 248*/13.1328) with a concentration in Secondary School Teaching (248S)
- **Master of Arts in Public History** (Major Code: 283A/54.0105)
- **Graduate Minor in History** (248/54.0101)

A thesis is required for the MA in History, but is optional for the MA in History Education and the MA in Public History. Advanced work is available in most fields of European and American History, selected areas in Asian, African, and Latin American History, and in Applied/Public History. After the completion of one semester of successful graduate course work, students may be considered for admission to candidacy.

Courses in the following disciplines are offered through the Department of History:

- HIS: history courses

In addition, the History programs include coursework offered by other departments as follows:

- CI: curriculum and instruction courses (see the Curriculum Specialist program for course descriptions)
- LSA: leadership in school administration courses (see the School Administration program for course descriptions)
- SPE: special education courses (see the Special Education program for course descriptions)

**Location of Program in History Education**: The History Education program is offered in an off-campus cohort format. Cohorts begin periodically, and information on upcoming cohorts may be obtained by contacting the Office of Extension and Distance Education (http://www.ext-dl.appstate.edu).

**PROGRAM OF STUDY FOR THE GRADUATE MINOR IN HISTORY (248/54.0101)**
A graduate (M.A.) minor in History consists of 8-12 semester hours selected from HIS course offerings numbered 5000 and above, except HIS 5989.
**Program of Study for the Master of Arts in History** (Major Code: 255A/54.0101)

**Admission Requirements:** Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu](http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; cover letter stating reasons that the applicant wishes to enter the program in history; sample of written work such as a research paper.

**Basic Criteria for Consideration:** \((\text{Undergraduate GPA} \times 100) + \text{GRE-V} + \text{GRE-Q} + (\text{GRE-W} \times 100) = 1550\)

**Hours:** 30 semester hours  
**Location:** On Campus

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 5000</td>
<td>Varieties and Methodologies of History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 5106</td>
<td>Readings Seminar in European History (3 s.h.)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 5206</td>
<td>Readings Seminar in American History (3 s.h.)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 5306</td>
<td>Readings Seminar in Latin American History (3 s.h.)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 5406</td>
<td>Readings Seminar in Asian History (3 s.h.)</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose at least 6 s.h. from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 5107</td>
<td>Research Seminar in European History (3 s.h.)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 5207</td>
<td>Research Seminar in American History (3 s.h.)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 5307</td>
<td>Research Seminar in Latin American History (3 s.h.)</td>
<td>3</td>
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</tbody>
</table>

Choose at least 6 s.h. from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 5998</td>
<td>Thesis Research</td>
<td>3</td>
</tr>
<tr>
<td>HIS 5999</td>
<td>Thesis</td>
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**Required Hours** .......................................................... 15

**Thesis:**

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<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HIS 5998</td>
<td>Thesis Research</td>
<td>3</td>
</tr>
<tr>
<td>HIS 5999</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Thesis Hours** ............................................................ 6

**Elective Hours:** (9 s.h. required)

The additional nine semester hours (5000 level or above) may be satisfied by enrolling in other History graduate courses or in relevant courses offered in other departments with the advice and approval of the graduate advisor.

**Elective Hours** .................................................................. 9

**Total Hours Required for the MA Degree** ............................. 30

**Thesis:** Required

**Proficiency:** Students must demonstrate a reading knowledge of a foreign language, or competence in statistics and computer science as a research tool, subject to departmental approval.

**Comprehensive:** A written comprehensive examination is required by the end of the third semester of course work.

**Product of Learning:** None required
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN HISTORY EDUCATION WITH A
CONCENTRATION IN SECONDARY SCHOOL TEACHING (Major Code: 248*/13.1328; Concentration
Code: 248S[T])+

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Admission Requirements: Baccalaureate degree from an accredited college or university; North Carolina A teaching license or its equivalent from another state; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; cover letter stating reasons that the applicant wishes to enter the program in history education; sample of written work such as a research paper.

Basic Criteria for Consideration: (Undergraduate GPA X 100) + GRE-V + GRE-Q + (GRE-W X 100) = 1550

Hours: 36 semester hours
Location: Off Campus; Off-Campus cohorts begin periodically with courses scheduled fall, spring, and summer over two calendar years.

Required Core Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 5000</td>
<td>Varieties and Methodologies of History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 5206**</td>
<td>Readings Seminar in American History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 5450</td>
<td>History and Social Studies Education</td>
<td>3</td>
</tr>
<tr>
<td>Choose at least 9 s.h. from the following</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 5106*</td>
<td>Readings Seminar in European History (3 s.h.)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 5206**</td>
<td>Readings Seminar in American History (3 s.h.)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 5306*</td>
<td>Readings Seminar in Latin American History (3 s.h.)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 5406*</td>
<td>Readings Seminar in Asian History (3 s.h.)</td>
<td>3</td>
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REQUARED HOURS ........................................................................... 18

Professional Education Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI/SPE 5045</td>
<td>Advanced Topics in Diversity</td>
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</tr>
<tr>
<td>CI/LSA 5585</td>
<td>Teacher Leadership and School Improvement</td>
<td>3</td>
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</tbody>
</table>

PROFESSIONAL EDUCATION HOURS ........................................................................... 6

Thesis Options (CHOOSE ONE):

WITH THESIS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 5998</td>
<td>Thesis Research</td>
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<tr>
<td>HIS 5999</td>
<td>Thesis</td>
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<tr>
<td>Electives (5000 level or above)</td>
<td>6</td>
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</table>

(History courses will be selected based on the North Carolina Standard Course of Study for Social Studies.)

WITHOUT THESIS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Electives (5000 level or above)</td>
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</table>

(Continued from previous page)

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

THESIS OPTION HOURS ........................................................................... 12

TOTAL HOURS FOR THE MA DEGREE ........................................................................... 36

*Courses may be taken up to three times for a total of 9 s.h. with different areas of concentration.

**HIS 5206 may be taken up to three times for a total of 9 s.h. with different areas of concentration.

Thesis: Optional
Proficiency: None required
Comprehensive: A written comprehensive examination is required during the final semester of course work.
Product of Learning: Included in HIS 5450, History and Social Studies Education
MASTER OF ARTS IN PUBLIC HISTORY (Major Code: 283A/54.0105)

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; cover letter stating reasons that the applicant wishes to enter the program in public history; sample of written work such as a research paper.

Basic Criteria for Consideration: 
(Undergraduate GPA X 100) + GRE-V + GRE-Q + (GRE-W X 100) = 1550

Hours: 36 semester hours (including an internship) Location: On Campus

Required Courses:
- HIS 5000 Varieties and Methodologies of History ........................................... 3
- HIS 5900 Internship in History ................................................................. 6
- A minimum of 6 s.h. chosen from the following courses ............................................. 6
  - HIS 5106 Readings Seminar in European History (3 s.h.)
  - HIS 5206 Readings Seminar in American History (3 s.h.)
  - HIS 5306 Readings Seminar in Latin American History (3 s.h.)
  - HIS 5406 Readings Seminar in Asian History (3 s.h.)

REQUARED HOURS .................................................................................. 15

Public History Electives:
Choose 21 s.h. from the following Public History courses; OR students may select from other graduate-level History courses and/or graduate-level courses in other fields upon approval by the coordinator of the Public History program and the Director of Graduate Studies.

HIS 5575 Introduction to Public History (3 s.h.)
HIS 5576 Cultural Resource Management (3 s.h.)
HIS 5577 Historical Documentation (3 s.h.)
HIS 5578 Architectural History (3 s.h.)
HIS 5579 Oral History (3 s.h.)
HIS 5580 Studies in Material Culture (3 s.h.)
HIS 5581 Records and Society (3 s.h.)
HIS 5582 Public History Practicum (3 s.h.)
HIS 5583 American Environmental History (3 s.h.)
HIS 5584 America’s National Parks (3 s.h.)
HIS 5585 Historic Preservation (3 s.h.)
HIS 5610 Management of Museums (3 s.h.)
HIS 5640 Interpretation in Museums (3 s.h.)
HIS 5650 Museum Education (3 s.h.)
HIS 5660 Topics in Public and Applied History (3 s.h.)
HIS 5998 Thesis Research (3 s.h.)
HIS 5999 Thesis (3 s.h.)

PUBLIC HISTORY ELECTIVE HOURS ................................................. 9

TOTAL HOURS FOR THE MA DEGREE ............................................. 36

Thesis: Optional
Proficiency: None required
Comprehensive: A written comprehensive examination is required during the final semester of course work.
Product of Learning: None required
HISTORY

HIS 5000. Varieties and Methodologies of History/(3).F. An introduction to the study of history at the graduate level, with attention to the history of the discipline, important theoretical and methodological debates in the field, and examination of methods of research practiced in historical sub-disciplines. Required of all History graduate students in their first year of study.

HIS 5002. Seminar in Public History/(3). On Demand. The course provides an introduction to and consideration of the major methodological and theoretical approaches to the primary sectors of Public History, including archives and records management, historical interpretation and preservation, historical editing and publishing.

HIS 5106. Readings Seminar in European History/(3). F;S. Variable content. Course will emphasize significant fields of historical study in the area of European history. Strong emphasis will be placed on current scholarship and bibliography.

HIS 5107. Research Seminar in European History/(3).F;S. Variable content. Barring duplication, a student may repeat the course. Seminars will give students practical experience in examination and interpretation of primary and secondary sources, with emphasis on defining the topic to be researched, assessing its significance within the field of European history, and methodological problems and issues.

HIS 5206. Readings Seminar in American History/(3).F;S. Variable content. Course will emphasize significant fields of historical study in the area of American history. Strong emphasis will be placed on current scholarship and bibliography.

HIS 5207. Research Seminar in American History/(3).F;S. Variable content. Barring duplication, a student may repeat the course. Seminars will give students practical experience in examination and interpretation of primary and secondary sources, with emphasis on defining the topic to be researched, assessing its significance within the field of American history, and methodological problems and issues.

HIS 5208. Seminar in Appalachian History/(3).F. A seminar exploring topics designed to define the history of Appalachia. Participants will develop research projects based upon the use and interpretation of original source materials. A variety of inquiry models will be employed, including traditional approaches as well as those employed in the new social history.

HIS 5306. Readings Seminar in Latin American History/(3).On Demand. Variable content. Course will emphasize significant fields of historical study in the area of Latin American history. Strong emphasis will be placed on current scholarship and bibliography.

HIS 5307. Research Seminar in Latin American History/(3).F;S. Variable content. Barring duplication, a student may repeat the course. Seminars will give students practical experience in examination and interpretation of primary and secondary sources, with emphasis on defining the topic to be researched, assessing its significance within the field of Latin American history, and methodological problems and issues.

HIS 5406. Readings Seminar in Asian History/(3).On Demand. Variable content. Course will emphasize significant fields of historical study in the area of Asian history. Strong emphasis will be placed on current scholarship and bibliography.

HIS 5450. History and Social Studies Education/(3).S. A flexible program of reading, study, planning, and writing designed to meet the needs of individual teachers or groups of teachers in the fields of secondary school and/or junior college history and social studies. Special attention is given to recent developments in teaching strategies and classroom techniques, and to the availability of new materials. The structure of the history and social studies disciplines are examined in relation to each other and to other academic disciplines.

HIS 5460. World History: Concepts and Content/(3). On Demand. Reading seminar is designed to introduce students to the important theories, themes, concepts and methods in the field of world history.

HIS 5500. Independent Study/(1-3).F;S.
HIS 5530-5549. Selected Topics/(1-4). On Demand.

HIS 5575. Introduction to Public History/(3).F. An introduction to the skills and techniques employed by historians and other professionals in historical agencies, museums, restoration, policy research, archives, cultural resources management, and the National Park Service. Topics include historical archeology, family and community history, oral history, material culture, architecture, preservation techniques, site interpretation and administration, and historic district planning and management. Required hands-on public history fieldwork. Additional reading and writing requirements for graduate students. [Dual-listed with HIS 4575.]

HIS 5576. Cultural Resource Management/(3).S. Cultural Resource Management (CRM) is integral to the fields of historic preservation, cultural site management, and public history. Areas of study include environmental review law, CRM business practices, and the management, preservation, and conservation of cultural resources, including historical and archaeological sites. Effective stewardship of culturally significant properties is a major focus of this course. A grounding in current CRM practices is provided including laws and procedures enacted to protect and preserve these resources. Effective methods of site management, facilities operations/funding and CRM project management are covered.

HIS 5577. Historical Documentation/(3).S. Historical documentation teaches the formal recording of the history and physical characteristics of historic sites, structures and buildings required for preservation, planning and environmental mitigation. This course introduced the methodology and requirements of the National Register of Historic Places, the Historic American Building Survey and the Historic American Engineering Survey. Skills utilized by public historians and cultural resources specialists, including local history research, historical context, photographic documentation, mapping and spatial analysis techniques are included.

HIS 5578. Architectural History/(3).F. A foundation in architectural history is an essential component of public history and cultural resource management education. The course will cover the evolution of architecture from early indigenous habitats and early American vernacular buildings to modern architectural styles. A useful course for managers, interpreters and documenters of historic and historic archaeological sites.

HIS 5579. Oral History/(3).On Demand. A survey of the history, philosophy and techniques of recovering and developing primary historical source materials by means of carefully interviewing, recording and converting the memories of selected individuals into history. The course focus is primarily on U.S. history but can include topics and issues from other countries. The class format is discussion with some lectures and documentary films. The course will teach skills such as interview transcriptions from audio-tape, background research, and oral history interviews.

HIS 5580. Studies in Material Culture/(3).On Demand. This course provides a broad introduction to the multidisciplinary field of material culture studies. The course introduces ways of looking at and learning from objects and examines how practitioners from a variety of disciplines have approached the study of material culture.

HIS 5581. Records and Society/(3).S. The history of archival management and its evolution into the digital age is essential to the understanding and use of archival systems. Types of archives and records encountered by historians in the course of their research will be discussed. The evolution of the methodology behind the development of archival collections will be included. Different media utilized from ancient times to the present will be examined in light of the preservation and collection problems they present for the archivist or researcher. This course is designed to provide a fuller understanding of the history and evolution of historical archives and collections.

HIS 5582. Public History Practicum/(3).S. An applied history course concerning the effective use of historic research topics for heritage tourism and historical interpretation. Maintaining historical context and accuracy is emphasized. Topics include the development of a variety of promotional and interpretive materials utilizing original historical research. Portfolio creation, critiques and a class public history event are included.

HIS 5583. American Environmental History/(3).On Demand. An overview of Americans' interaction with the natural world from colonization to the present. Emphasis on: Native Americans’ relationship to the land; the environmental effects of European settlement; the growth of agriculture and industry; conservation and preservation; atomic energy; chemical pesticides, and the modern environmental movement. The course is of particular interest to public historians, cultural resource managers, planners and environmental specialists.

HIS 5584. America’s National Parks/(3).On Demand. A survey of the history of America’s national parks from the nineteenth century to the present. Emphasis on: Americans’ changing ideas about wilderness preservation, the early history of
Yosemite and Yellowstone, the role of railroads in park promotion, removal of Native Americans and white settlers from park sites, establishment of the National Park Service, the impact of the automobile on tourism, the creation of national parks in the eastern U.S., wildlife policy, overcrowding and other problems facing the parks.

**HIS 5585. Historic Preservation/(3).SS.** This course will cover the fundamentals of historic preservation, providing a foundation in the field’s history, methods and practices. The course introduces current techniques for the preservation of historic sites and complexes, interpretive archaeological sites and historical ruins. Conservation assessment methods of analyzing building form structure, state of deterioration and historic integrity are included. Students will learn about the dating of historic buildings and the analysis of additions and alterations as well as historic construction methods and the social history of habitations and settlement patterns.

**HIS 5610. Management of Museums/(3).F.** This course surveys the history of museum development internationally, and components of modern museum operation. Major topics include the world history of museums, the development of core management documents, and finance. [Dual-listed with HIS 4610.]

**HIS 5640. Interpretation in Museums/(3).S.** This course surveys the manner by which museums create and present exhibits and other programs intended for the public. Topics include the philosophy of exhibits, methods of exhibit design, model making, label writing, development of non-exhibit programming and evaluation. [Dual-listed with HIS 4640.]

**HIS 5650. Museum Education/(3).On Demand.** An examination of how teaching in museums is achieved through interpretive and education programs. Students will study a variety of museum environments and teaching strategies by engaging in case studies, class discussion, student presentations and field trips. The course will introduce and prepare history, cultural resource management, public history, and education students for the growing field of museum education. Topics covered include museum orientation and interpretation, museum promotion, grant-writing, educational psychology, media and technology and educational outreach, among others.

**HIS 5660. Topics in Public and Applied History/(3).On Demand.** Variable content. A systematic examination of a field in public and applied history such as museum studies, archival management, historic preservation, or the history of architecture. Barring duplication of content, a student may repeat the course. [Dual-listed with HIS 4660.]

**HIS 5850. Social Science Seminar/(3).On Demand.** A review and evaluation of the literature of the individual social science disciplines, as well as social science in general, emphasizing contemporary contexts, philosophical underpinnings, theoretical concerns, and methodological convergence. Prerequisite: 12 semester hours of graduate work. (Same as CJ 5850/GHY 5850/PS 5850/SOC 5850).

**HIS 5900. Internship in History/(3-12).On Demand.** Placement in a supervised teaching environment, or other supervised work experience appropriate for history students with instruction and practice of that knowledge in a work environment. Students may be required to reside off campus for the duration of the internship. Graded on an S/U basis.

**HIS 5989. Graduate Research/(1-9).F;S.** This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. HIS 5989 does not count toward a degree.

**HIS 5998. Thesis Research/(1-9).F,S.** Students carry out principal research for a thesis topic, meet regularly with a thesis advisor, and revise and defend the thesis prospectus. First half of a two-semester thesis requirement; students must also complete HIS 5999. Graded on an S/U basis only.

**HIS 5999. Thesis/(1-9).F,S.** Students participate in monthly meetings of a research colloquium involving all students completing theses. In the meetings, students present their research in successive stages and receive critiques of their written work. Second half of a two-semester thesis requirement; students must first complete HIS 5998. Graded on an S/U basis only.
Master of Library Science

Department of Leadership and Educational Studies
Reich College of Education

J. Bryan Brooks, Chair and Associate Professor  Robert L. Sanders, Program Director and Assistant Professor
Ed.D., North Carolina State University  Ed.D., University of Cincinnati
BrooksJB@appstate.edu  SandersRL@appstate.edu

Richard E. Riedl, Assistant Chair and Professor
Ph.D., Arizona State University
RiedlRE@appstate.edu

http://www.ced.appstate.edu/departments/les/

The Department of Leadership and Educational Studies offers the Master of Library Science (MLS) in Library Science, General (Major Code: 465*/25.0101) with two concentrations:
- Public Libraries (465C)
- School Libraries (465B)[T]

The Department of Leadership and Educational Studies also offers graduate programs in Educational Media, Higher Education, and School Administration. These programs are detailed under separate headings in this bulletin.

The Department of Leadership and Educational Studies serves the education community and the public through:
- foundations of education courses for teacher education majors
- research courses to help students develop skills and knowledge needed to understand the design, implementation, and evaluation of educational research
- graduate programs in public school administration; community college and higher education administration, teaching, developmental education and adult education; library science; and educational media/instructional technology

Courses in the following disciplines are offered through the Department of Leadership and Educational Studies:
- FDN: educational foundations courses
- HE: higher education courses (see the Higher Education program for course descriptions)
- ITC: instructional technology courses (see the Educational Media – Instructional Technology program for course descriptions)
- LIB: library science courses
- LSA: leadership in school administration courses (see the School Administration program for course descriptions)
- RES: educational research courses

In addition, the Library Science program includes coursework offered by other departments as follows:
- CI: curriculum and instruction courses (see the Curriculum Specialist program for course descriptions)
- RE: reading education courses (see the Reading Education program for course descriptions)
- SPE: special education courses (see the Special Education program for course descriptions)

The Master of Arts in Library Science, General (MLS) (465*/25.0101) is approved by the North Carolina State Department of Public Instruction and reflects Media Coordinator (School Librarian) competencies required by the state as well as Public Librarian Certification competencies of the North Carolina Public Librarian Certification Commission, depending on the concentration pursued by the student. Completion of the School Libraries concentration (465B)[T] entitles the graduate to apply for licensure (076 Media Coordinator) from the State of North Carolina. Completion of the Public Libraries concentration (465C) entitles the student to apply for Public Librarian Certification from the North Carolina Public Librarian Certification Commission.

**General Information for All Students:** A student working toward a degree and/or licensure in the Department of Leadership and Educational Studies must develop her/his Program of Study in consultation with an approved advisor. Candidacy forms must be submitted to the Office of Graduate Studies and Research before the student has completed 12 semester hours of course work. Degree students taking courses without being officially assigned an advisor and receiving the advisor’s approval do so at the risk of not having the courses approved as part of the degree program.
All electives must be approved by the student’s advisor in all programs. Students pursuing or holding graduate degrees in other departments, and also seeking administration and supervision licensure, must take the necessary courses and internship prescribed by the Department of Leadership and Educational Studies.

**Location of Program:** The Library Science program is offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started periodically, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Extension and Distance Education: http://www.ext-dl.appstate.edu.
PROGRAM OF STUDY FOR THE MASTER OF LIBRARY SCIENCE IN LIBRARY SCIENCE, GENERAL
(Major Code: 465*/25.0101)

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended.

Applicants Seeking Licensure (School Libraries Concentration 465B): North Carolina “A” license or the equivalent from another state is preferred. For additional information consult the LES website: http://www.ced.appstate.edu/departments/les/.

Basic Criteria for Consideration: GPA of 3.0 in the last 60 hours of undergraduate work and official GRE scores or official MAT scores. OR Cumulative GPA or last-60-hours GPA below 3.0 but above 2.69, and an official MAT score of 385 or an official GRE Verbal plus Quantitative score of 800.

Hours: 37-39 semester hours Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Required Courses: (30 s.h.)

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<td>LIB 5010</td>
<td>Building Library and Media Center Collections</td>
<td>3</td>
</tr>
<tr>
<td>LIB 5020</td>
<td>Information Sources and Services</td>
<td>3</td>
</tr>
<tr>
<td>LIB 5030</td>
<td>Cataloging and Classification</td>
<td>3</td>
</tr>
<tr>
<td>LIB 5050</td>
<td>Information and Management Technology in Libraries and Educational Media Centers</td>
<td>3</td>
</tr>
<tr>
<td>LIB 5140</td>
<td>Electronic Research</td>
<td>3</td>
</tr>
<tr>
<td>LIB 5160</td>
<td>Critical Evaluation of Library Media for Young Adults</td>
<td>3</td>
</tr>
<tr>
<td>LIB 5190</td>
<td>Critical Evaluation of Library Media for Children</td>
<td>3</td>
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</tbody>
</table>

REQUIRED HOURS: 21

Concentration: (CHOOSE ONE)

PUBLIC LIBRARIES CONCENTRATION (465C) (18 s.h. required)

Does not lead to Media Coordinator Licensure. Completion entitles the student to apply for Public Librarian Certification from the North Carolina Public Librarian Certification Commission.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>RES 5000</td>
<td>Research Methods</td>
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</tr>
<tr>
<td>LIB 5045</td>
<td>Administration of the Public Library</td>
<td>3</td>
</tr>
<tr>
<td>LIB 5900</td>
<td>Internship/Practicum</td>
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</tr>
</tbody>
</table>

(Note: The Practicum must be completed in a public library under the supervision of a professional public librarian who holds North Carolina Public Librarian Certification.)

Approved Electives (9 s.h. required); suggestions include those below. 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>LIB 5155</td>
<td>Mystery Genre (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>LIB 5170</td>
<td>Storytelling (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>LIB 5180</td>
<td>Multicultural Literature for Youth (3 s.h.)</td>
<td></td>
</tr>
</tbody>
</table>

SCHOOL LIBRARIES CONCENTRATION (465B) (16-18 s.h. required)

Requirements for Media Coordinator (076) Licensure for School Librarians: Completion entitles the student to 076 Media Coordinator Licensure in the State of North Carolina.

+Advanced Licensure: Requirements for this concentration were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>LIB 5040</td>
<td>Management of the School Library Media Center</td>
<td>3</td>
</tr>
<tr>
<td>LIB 5080</td>
<td>The School Library Media Program</td>
<td>3</td>
</tr>
<tr>
<td>LIB 5525</td>
<td>Product of Learning</td>
<td>1-3</td>
</tr>
<tr>
<td>LIB 5900</td>
<td>Internship/Practicum</td>
<td>3</td>
</tr>
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</table>
Select one of the following courses:..................................................................................3
CI/RE/RES/SPE 5040 Teacher as Researcher (3 s.h.)
RES 5000 Research Methods (3 s.h.)
RES 5560 Classroom Assessment (3 s.h.)
Select one of the following suggested electives .......................................................3
LIB 5155 Mystery Genre (3 s.h.)
LIB 5170 Storytelling (3 s.h.)
LIB 5180 Multicultural Literature for Youth (3 s.h.)

CONCENTRATION HOURS TOTAL...........................................................16-18

TOTAL HOURS FOR THE MLS DEGREE..............................................37-39

Thesis: None required
Proficiency: None required
Comprehensive: A written comprehensive examination is required of all students in the Public Libraries Concentration (465C). The Product of learning substitutes for the comprehensive in the School Libraries Concentration (465B).
Product of Learning: Required only for the School Libraries Concentration (465B).

GRADUATE COURSES IN LIBRARY SCIENCE (LIB)

LIB 5010. Building Library and Media Center Collections/(3).On Demand. Concepts and practices related to the process of building and managing library media center collections in public library and school library media centers, including an examination of selection tools and collection development issues such as censorship and copyright.

LIB 5020. Information Sources and Services/(3).On Demand. An examination and evaluation of library reference materials and other information sources, print, audiovisual and electronic, used in support of information and recreational needs of youth and adults. Information seeking patterns and reference services are included.

LIB 5030. Cataloging and Classification/(3).On Demand. The organization of print and non-print information resources in libraries and media centers according to the standards of Dewey classification, MARC format, and Sears subject headings. Microcomputer and other technology applications are used extensively in the process.

LIB 5040. Management of the School Library Media Center/(3).On Demand. Management theory and managerial functions are investigated and applied to the school library media center as it fulfills its mission of instructional support to the school’s curriculum.

LIB 5045. Administration of the Public Library/(3).On Demand. Administration, organization, legal basis, services, history, and financing of the public library. Explores the role of today’s public library, staffing and supervision, evaluation of programs and personnel, facilities, library automation, public relations, middle management, the director’s role, working with trustees, and the major issues involved in administering the modern public library.

LIB 5050. Information and Management Technology in Libraries and Educational Media Centers/(3).On Demand. Examines the use and impact of library technology for administrative and instructional applications in libraries and media centers. Explores current and emerging technologies including computers, the Internet, digital video, electronic communication, interactive video, and multimedia, relating them to the instructional, bibliographic and administrative roles of the public librarian and the school library media specialist.

LIB 5080. The School Library Media Program/(3).On Demand. Concepts and current practices related to the planning, implementing, and evaluating of a school media program as an integral part of a school curriculum, including its history and development.

LIB 5130. Government Publications/(3).On Demand. Examination of the nature and scope of federal, state, local and international government publications with primary attention given to publications of the United States; basic reference materials; acquisition and organization of government publications. Prerequisite: LIB 5020.
LIB 5140. Electronic Research/(3).F. Explores electronic reference and information sources in all available formats, including CD-ROM, DVD, and Internet databases available in schools and public libraries. Search engines, lesson plans, subject guides, online reference resources and web pathfinders are all explored through hands-on computer experience.

LIB 5150. Library Services to Youth/(3).On Demand. This course presents the organizational structures found in public and other types of libraries to provide services to children and young adults, including the why, how, and by whom such services are provided. Emphasis is placed on the management responsibilities for assuring quality service to these clientele.

LIB 5155. Mystery Genre/(3).F;S. In this course, the broad range of subgenres within mystery and detective fiction and non-fiction, from ghost stories and seasonal folklore, to true crime including children’s picture books through classic and popular adult works is explored.

LIB 5160. Critical Evaluation of Library Media for Young Adults/(3).On Demand. Focusing on materials for the adolescent, students investigate the full range of print and non-print media from perspectives of criticism, bibliographic access, and utilization in public library, school library and classroom settings. To stimulate both instructional and recreational use of media by adolescents, library media programs and services are surveyed and demonstrated.

LIB 5170. Storytelling/(3).On Demand. An introduction to storytelling programs; experience in selecting, adapting, and presenting materials from the oral tradition and modern literary sources. Emphasis will be placed on the study of folklore and its adaptations for children.

LIB 5180. Multicultural Literature for Youth/(3).On Demand. To introduce the nature of cultural pluralism and prejudice in American Society and to identify its elements in the literature and media for children. Media for children which best exemplifies each ethnic group will be discussed. Criteria for the evaluation of multicultural content in media will be presented. Ways in which to introduce multicultural content in library programs for children will also be examined.

LIB 5190. Critical Evaluation of Library Media for Children/(3).On Demand. Focusing on materials for children, students investigate the full range of print and non-print media from perspectives of criticism, bibliographic access, and utilization in public library, school library and classroom settings. To stimulate both instructional and recreational use of media by children, library media programs and services are surveyed and demonstrated.


LIB 5210. Information Technologies in Libraries/ (3).On Demand. An investigation of the recently emerged technologies and methods which have greatly changed the processes of acquisition and dissemination of information in libraries. Various technologies will be studied which include telecommunications, telefacsimile, cable, satellite, videotext, and microcomputers. Prerequisites: LIB 5020, LIB 5050, or permission of the instructor.

LIB 5220. Introduction to Information Science/(3). On Demand. Survey of developments, basic concepts, and methodologies. Emphasis is on the basic theories and the structure and dynamics of information flow, the structure of literature and documents. Tools and techniques for organization of information will be studied. The relationship of information science to librarianship and other disciplines will be examined. Prerequisites: LIB 5020, LIB 5030, LIB 5050.

LIB 5230. Information Storage and Retrieval in Libraries/(3).On Demand. Presents concepts and theories of information storage and retrieval in the design, implementation, and evaluation of information systems. Various techniques of information processing in libraries and information centers are discussed. In-depth treatment of indexing languages and subject analysis. Prerequisites: LIB 5020, LIB 5030, LIB 5050, or permission of the instructor.

LIB 5260. Online Searching Through Telecommunications/(2).On Demand. Introduction to accessing and searching electronic data bases. Search strategies and commands are discussed and practiced through classroom instructional programs such as Dialog. Coverage includes the different types of files and sources available.

LIB 5270. Instructional Role of the School Library-Media Specialist/(3).F. This course combines theory and practice in exploring the many facets of the instructional role which can be and is played by the school library-media specialist in the teaching and learning process.
LIB 5400. Seminar/(3).S.

LIB 5500. Independent Study/(1-4).F;S.


LIB 5530-5549. Selected Topics/(1-4).On Demand. Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of a previous course.

LIB 5900. Internship/Practicum/(1-6).F;S. Planned and supervised observation and practice in an approved library or other information service agency. A 45-hour field experience for each semester hour of credit to be earned will be planned by the student in conjunction with the supervising librarian and the university supervisor. Placement is made only with the advice and approval of the advisor. Graded on an S/U basis.

LIB 5989 Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. LIB 5989 does not count toward a degree.

LIB 5999. Thesis/(2-4).F;S. Graded on an S/U basis.

LIB 6000. School Library-Media Center Issues and Trends Seminar/(1-3).On Demand. A seminar which treats contemporary issues and trends relative to organization, procedures, program, personnel, interlibrary relationships, information access, finance, and newer technologies impinging upon school library-media centers.

LIB 6020. Advanced Reference: Sources and Services/(3).On Demand. An advanced course designed to explore the various aspects of contemporary reference services provided by information professionals. Includes a survey of manual and computer reference sources and issues related to reference services. Some practical reference experience provided in a public or an academic library setting.

LIB 6100. District/Regional School Media Supervision/(3).On Demand. An exploration of the role of school library-media supervision at the district and regional level and the various functions performed by school library-media supervisors.

LIB 6500. Independent Study/(1-4).F;S.

LIB 6530-6549. Selected Topics/(1-4).On Demand.

LIB 6900. Internship/Practicum in Library Science/(3-6).F;S. Planned and supervised practice and supervisory level projects in an approved district level media center office and/or at a state level regional service center. The professional projects and schedule will be planned in conjunction with the cooperating supervisor and the university supervisor. Placement is made only with the advice and approval of the student’s advisor. Graded on an S/U basis. The course can be repeated for credit.

GRADUATE COURSES IN RESEARCH (RES)

RES 5000. Research Methods/(3).F;S. The primary purpose of this course is to enable practitioners to read, interpret, and conduct research aimed at improving their practice in their professions. The course includes a study of research methods, encompassing those used in action research, experimental, non-experimental, and qualitative research, evaluation, and policy analysis designs.

RES 5040. Teacher as Researcher/(3).F;S. This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research. (Same as CI 5040/RE 5040/SPE 5040.)
RES 5070. School-Based Evaluation and School Improvement Planning/(3). On Demand. This course is designed to equip the local school administrator with the tools necessary for designing and carrying-out school-based evaluation and for designing and implementing a school-improvement plan based on evaluation data. Students examine a variety of evaluation models, define school-improvement goals and objectives amenable to empirical data collection, select appropriate evaluation methodologies and data-analytic procedures, and develop an overall evaluation design and school-improvement plan based on real or simulated school- and district-based information.


RES 5530-5549. Selected Topics/(1-4). On Demand. Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of six hours credit.

RES 5560. Classroom Assessment/(3). F;S. This course is a survey of key measurement and assessment concepts needed by classroom teachers. It focuses on developing and using classroom assessments, including informal observations, that are linked to instructional objectives and classroom practices, and on the interpretation of state-mandated, formal assessments. Traditional forms of assessment along with newer forms of assessment, including performance and portfolio assessments, are emphasized. Each student will be required to complete an action research project related to classroom assessment practices.

RES 5600. Educational Statistics/(3). F;S. A study of descriptive statistics, correlational techniques, and simple regression as applied to practice and research in education and counseling. Instruction in and extensive use of SPSS statistical package included. [Dual-listed with FDN 4600.]

RES 6000. Advanced Research Methods, Design and Application/(3). F;S. This course provides advanced guided study in the foundations for and practice of research methods in social and behavioral sciences. Emphasis will be placed on students becoming both critical consumers of educational and human services research literature and practitioners capable of conducting research. The course will assist in developing and strengthening students’ capacity for and professional application of research in assessment, accountability and data-informed decision making. The course also prepares students to design research that may be required for advanced graduate degrees.
Graduate Certificate in Human Resource Management
Department of Management
Walker College of Business

Stella E. Anderson, Chair and Professor
Ph.D., Purdue University
AndersnSE@appstate.edu

Hugh D. Hindman, Certificate Coordinator and Professor
Ph.D., Ohio State University
HindmanHD@appstate.edu

http://www.business.appstate.edu/departments/management/
http://www.business.appstate.edu/grad/hrm_cert.asp

The Department of Management offers a graduate certificate in Human Resource Management (330A/52.1001) and course work at the graduate level in support of the Walker College of Business degree programs.

Courses in the following disciplines are offered through the Department of Management:

- **HCM**: health care management courses
- **MGT**: management courses

Prerequisite to enrollment in a graduate course offered by the Department of Management is admission to a graduate program of study, admission to a graduate certificate program, or permission of the instructor and the departmental chair. In addition, enrollment in MBA courses requires permission of the MBA Program Director. A non-degree student must obtain permission from the Graduate School to enroll in 5000-level courses.

The Department of Management also participates jointly with the Department of Psychology to offer an interdisciplinary Master of Arts degree in Industrial/Organizational Psychology & Human Resource Management (258A/42.0901).

**PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN HUMAN RESOURCE MANAGEMENT**
(Certificate Code: 330A/52.1001)

**Admission Requirements:** Earned master’s degree in business administration or accounting from an AACSB-accredited program or currently enrolled in the MBA, MS in Accounting or MA in I/O Psychology program at Appalachian; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu], including resume and official transcripts for the master’s degree.

**Hours:** 18 semester hours

**Enrollment Location:** On Campus

**Program of Study:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>MGT 5040</td>
<td>Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>MGT 5160</td>
<td>Strategic Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>Select 4 courses from the following</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

- MGT 5065 Organizational Development (3 s.h.)
- MGT 5570 Compensation and Human Resource Management Systems (3 s.h.)
- MGT 5620 Managing the Global Workforce (3 s.h.)
- MGT 5630 Labor Relations (3 s.h.)
- MGT 5660 Staffing (3 s.h.)
- MGT 5661 Performance Management (3 s.h.)
- MGT 5671 Training and Development (3 s.h.)

**TOTAL HOURS FOR THE CERTIFICATE:** 18

**Note:** Students seeking a Graduate Certificate in Human Resource Management are required to take the Society for Human Resource Management (SHRM) HR certification exam at (or near) the completion of course work.
MANAGEMENT

GRADUATE COURSES IN HEALTH CARE MANAGEMENT (HCM)

HCM 5530-5549. Selected Topics/(1-4). On Demand. Prerequisite: HCM 3110 or permission of the instructor. [Dual-listed with HCM 4530-4549.]

HCM 5550. Health Care Policy/(3). On Demand. This course will examine the process by which health care policy is proposed, formulated, implemented and modified. The political process and the role of constituencies to the health policy-making process will be examined. Specific examples of major health policy issues will be drawn from federal and state sectors and will focus on personnel, financing and health care program development. Specific critical policy issues will be examined through case studies. Prerequisite: HCM 3110 or permission of the instructor. [Dual-listed with HCM 4550.]

HCM 5560. Managed Care/(3). On Demand. This course describes the basic concepts and incentives of risk as applied to health insurance. The principles of third party payment and health insurance in the form of managed care are explained in detail. The course emphasizes how health care managers interact with managed care organizations to include contract negotiations, utilization review and reimbursement management. Prerequisite: HCM 3110 or permission of the instructor. [Dual-listed with HCM 4560.]

HCM 5570. Health Care Financing/(3). F. This course focuses on a variety of public and private third party mechanisms for financing health care services. A review shall be made of the various trends and constraints associated with each mechanism. Particular attention shall be paid to the role of private health insurance and government reimbursement mechanisms for health services. Prerequisites: HCM 3110, HCM 3130, FIN 3680, or permission of the instructor. [Dual-listed with HCM 4570.]

HCM 5950. Seminar in Health Care Management/(3). F; S. This is a capstone course that integrates all COB core and HCM course material through case and scenario analyses. The course will require students to apply concepts of accounting, financial management, marketing, business planning, operations management and strategic management specifically to the unique environmental, regulatory, legal, ethical and professional demands of the health care industry. Prerequisites: HCM 3110, HCM 3130; or permission of the instructor. [Dual-listed with HCM 4950.]

GRADUATE COURSES IN MANAGEMENT (MGT)

MGT 5040. Employment Law/(3). F. An examination of regulation of employment relationships in statutory (state and federal), common, and administrative law. Topics will include regulation of hiring, compensation and benefits, termination, and workplace safety. Laws emphasized will include Title 7 of Civil Rights Act, Worker Compensation, Fair Labor Standards Act, and the Occupational Safety and Health Act.

MGT 5065. Organizational Development/(3). On Demand. A study of the process by which behavioral science knowledge and practices are used to help organizations achieve greater effectiveness. Emphasis on nature, history, assumptions, strategies and models, intervention techniques, and ramifications of organizing development. (Same as PSY 5065.)

MGT 5150. Behavioral Applications in Business/(3). On Demand. This course aims to give the student practice in applying concepts and techniques useful in solving managerial, organizational and human behavior problems. It will highlight current research and theoretical background in social sciences oriented to the solutions of business problems. Prerequisite: graduate standing.


MGT 5450. New Venture Management/(3). On Demand. An examination of the requisites associated with successful development and implementation of innovative strategies and new ventures in both entrepreneurial and intrapreneurial environments. Among the factors to be considered are the feasibility, operational planning, funding, initiation, and follow-through of innovative ventures. Prerequisites: admission to the MBA Program; CIS 5280; FIN 5020.

MGT 5500. Independent Study/(1-4). F; S.
MGT 5530-5549. Selected Topics/(1-4).On Demand.

MGT 5570. Compensation and Human Resource Management Systems/(3).F;S. This course presents practical tools, methods, and a systems perspective to help advance students’ understanding of human resource management. The course covers compensation, benefits and related human resource functions such as performance appraisal, job analysis and selection practices. Prerequisite: MGT 3620. [Dual-listed with MGT 4570.]

MGT 5620. Managing the Global Workforce/(3).On Demand. Focuses on the impact of global competition and multinational status of an organization on the management of human assets. Topics include organizational context; global expansion and HR planning; international recruitment, selection, and repatriation; compensation of expatriates; performance management; and HR issues in international joint ventures and alliances.

MGT 5630. Labor Relations/(3).F;S. A study of labor-management relations with emphasis on management’s relations with organized labor. Lecture, discussion and cases are used to study the reasons employees join unions, the laws that apply, and the process of working out a labor contract after it is negotiated. Prerequisite: MGT 3620 or permission of the instructor. [Dual-listed with MGT 4630.]

MGT 5660. Staffing/(3).F. A study of techniques used in employee selection and placement. Emphasis is on job and task analysis and the application of psychology in recruitment, biographical data, interviewing, work samples, assessment centers, rating scales, and testing. (Same as PSY 5660.)

MGT 5661. Performance Management/(3).S. The study of methods used to describe and measure work behavior. Specific attention is given to developing competencies in job analysis and performance management in order to facilitate the evaluation of employee contributions to organizational success. (Same as PSY 5661.)

MGT 5670. Social Responsibilities of Management/(3).F;S. A study of the economic, legal, political, and social environment within which business process takes place; how such environment affects the decisions managers must make. Prerequisite: MGT 3630 or MGT 3010. [Dual-listed with MGT 4770.]

MGT 5671. Training and Development/(3).On Demand. A study of the roles, functions, and skills of human resource development professionals. Consideration given to such topics as the philosophy and psychology of HRD, the design and implementation of training and development programs, and the major program areas and organizational settings for HRD. (Same as PSY 5671.)

MGT 5700. Contemporary Issues in Management and Leadership/(3).On Demand. This course is designed to explore theories and practical applications of management and leadership in organizational settings. The major emphasis is on building the managerial and leadership skills necessary to diagnose and provide remedies for organizational level problems. Subjects covered include: management, leadership, strategic vision, organizational culture and values, motivation and empowerment, teams, leading diversity, and leading organizational change. Prerequisite: MGT 3630 or MGT 3010. [Dual-listed with MGT 4700.]

MGT 5730. Small Business Institute/(3).On Demand. The Small Business Institute provides graduate students an opportunity to act in a consulting capacity; under faculty supervision, in an operating small business. The purpose is to provide an experiential learning opportunity generally not available in the classroom. Each student is assigned to a business and is responsible for determining the source of the problem being addressed, proposing alternative solutions, and estimating the costs and benefits associated with implementing the proposed solutions. Prerequisites: acceptance into the MBA Program or graduate standing and permission of the instructor.

MGT 5770. Social Responsibilities of Management/(3).F;S. A study of the economic, legal, political, and social environment within which business process takes place; how such environment affects the decisions managers must make. Prerequisite: MGT 3630 or MGT 3010. [Dual-listed with MGT 4770.]

MGT 5900. Internship/(6).SS. A full-time work experience for a minimum of ten weeks in a setting expected to provide meaningful and challenging exposure to issues of human resource management. Prerequisites: admission to candidacy in the interdisciplinary masters program in Industrial-Organizational Psychology and Human Resource Management, and permission of the internship coordinator. Graded on an S/U basis.
MGT 5989. Graduate Research/(1-9), F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. MGT 5989 does not count toward a degree.
Department of Marketing  
Walker College of Business  

Unal O. Boya, Chair and Professor  
Ph.D., University of North Carolina at Chapel Hill  
BoyaUO@appstate.edu  

http://www.business.appstate.edu/departments/marketing/  

The Department of Marketing offers course work at the graduate level in support of the Walker College of Business degree programs.  

Courses in the following disciplines are offered through the Department of Marketing:  

- **MKT**: marketing courses  

Prerequisite to enrollment in a graduate course offered by the Department of Marketing is admission to a graduate program of study, or permission of the instructor and the departmental chair. In addition, enrollment in MBA courses requires permission of the MBA Program Director. A non-degree student must obtain permission from the Graduate School to enroll in 5000-level courses.  

**GRADUATE COURSES IN MARKETING (MKT)**  

**MKT 5045. Marketing Research and Information Systems/(3).On Demand.** An examination of the techniques and procedures involved in the collection, processing, analysis and organization of marketing information both in the U.S. and abroad. Emphasis is placed on how information is stored, disseminated, and used in order that the firm can formulate marketing strategies and develop marketing plans. An ethical perspective will be stressed. Prerequisites: admission to the MBA Program in the Walker College of Business; MBA 5420; CIS 5280; FIN 5020.  

**MKT 5500. Independent Study/(1-4).F;S.**  

**MKT 5530-5549. Selected Topics/(1-4).On Demand.**  

**MKT 5550. International Marketing/(3).On Demand.** An analysis of cultural, legal, political, and economic factors affecting marketing in world markets. Emphasis is placed upon the differences in life styles, beliefs, attitudes, behaviors, and their influence upon the marketing decisions of the foreign firm. Prerequisite: MKT 3050 with a minimum grade of “C” (2.0).  

**MKT 5610. Consumer Behavior/(3).On Demand.** An examination of the psychological, sociological, and economic theories of buyer behavior. This is followed by analysis of the major current and classical empirical research studies designed to test the different theories of buyer behavior. Prerequisite: MKT 3050 with a minimum grade of “C” (2.0).  

**MKT 5989. Graduate Research/(1-9).F;S.** This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. MKT 5989 does not count toward a degree.
Master of Arts in Marriage and Family Therapy

Department of Human Development and Psychological Counseling
Reich College of Education

Leroy G. Baruth, Chair and Professor
Ed.D., University of Arizona
BaruthLG@appstate.edu

Jon L. Winek, Program Director and Professor
Ph.D., University of Southern California
WinekJL@appstate.edu

http://www.ced.appstate.edu/departments/hpc/

The Department of Human Development and Psychological Counseling is responsible for organizing and providing instructional programs in counseling and other human development functions for public schools, colleges/universities, and various agencies.

The Department offers the Master of Arts in Marriage and Family Therapy (Major Code: 468A/51.1505).

In addition, the Department of Human Development and Psychological Counseling offers the Master of Arts in College Student Development, the Master of Arts in Community Counseling, the Master of Arts in Professional School Counseling, and Graduate Certificates in Addiction Counseling and Expressive Arts Therapy. These programs are detailed under separate headings in this bulletin. A student proposing to major in any of the degree programs or to seek licensure through the Department must be fully admitted as degree seeking.

The Department of Human Development and Psychological Counseling offers the following courses:

- **HPC**: human development and counseling courses

All courses are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of people from a variety of ethnic, gender, racial, and social class backgrounds.

The department also provides group methods, human relations, and other human development courses at the graduate and undergraduate levels for the Reich College of Education and the University. These courses are valuable for majors in other departments. A course in life and career planning and courses in leadership development are offered for undergraduate students. The department offers a variety of summer institutes to enhance the learning of both graduate students and practitioners seeking continuing education opportunities in human service fields.

In addition, the Marriage and Family Therapy program includes courses offered by other departments as follows:

- **FCS**: family and consumer sciences courses (see the Family and Consumer Sciences program for course descriptions)
- **PSY**: psychology courses (see the Psychology – General Experimental program for course descriptions)
- **RES**: educational research courses (see the School Administration program for course descriptions)
- **SOC**: sociology courses (see the Gerontology program for course descriptions)

The Marriage & Family Therapy program is designed to prepare counselors to work specifically with families in a wide variety of work settings. The program meets the educational requirements for clinical membership in the American Association for Marriage and Family Therapy (AAMFT), and North Carolina licensure.

Students who meet the general graduate school requirements are considered for admission into the Marriage and Family Therapy Program by the Admissions Committee. The committee is comprised of the MFT faculty. In reaching admissions decisions, the committee considers GPA, GPA in major, GPA in related courses, GRE scores, response to the departmental questionnaire, letters of reference and performance in an interview conducted by faculty and current students. There are circumstances in which exceptions may be made.

**Accreditation:** The Marriage and Family Therapy program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy, 1133 Fifteenth Street, N.W., Suite 300, Washington, DC 20005-2710, (202) 452-0109.
Master Of Arts Program Requirements/Options: The basic requirements for the program are listed below. In addition to the curriculum listed under each program, these eight items apply to the College Student Development, Community Counseling, Marriage and Family Therapy, and Professional School Counseling programs.

17. A first master’s degree in Community Counseling (non-thesis option) requires completion of a minimum of 60 semester hours of approved courses. A first master’s degree in College Student Development (non-thesis option), Marriage and Family Therapy, and Professional School Counseling requires completion of a minimum of 48 semester hours of approved courses.

18. A thesis option requires a minimum of 38 semester hours of approved course work plus thesis hours (4 s.h.) = 42 s.h. total except the Community Counseling program which requires a minimum of 50 s.h. of approved course work plus thesis hours (4 s.h.) = 54 s.h. total. The thesis option for Marriage and Family Therapy requires a minimum of 48 semester hours of approved course work plus thesis hours (4 s.h.) = 52 total hours.

19. A second master’s degree requires meeting all program course requirements with a minimum of 36 semester hours.

20. Students in CACREP approved programs in the department must meet for a minimum of 10 clock hours in a planned group activity intended to provide direct experiences as a participant in a small group. This requirement is met during HPC 5790 and/or HPC 6720.

21. On an individual basis, students may be required to receive professional counseling to aid them in their personal growth.

22. The Handbook of Policies and Procedures available in the HPC office provides information on liability insurance, academic appeals, retention policy, personal endorsement policy, admissions policies, and placement services.

23. Permission forms to take practica and internships are available in the HPC office and must be completed prior to registration.

24. Applicants for programs in College Student Development, Marriage and Family Therapy, and Professional School Counseling are required to take the Graduate Record Exam (GRE) and have an interview, which can be conducted by telephone if the applicant cannot visit campus. The program in Community Counseling requires the Graduate Record Exam (GRE).

The Marriage and Family Therapy MA program qualifies for Academic Common Market status, and students from the southeastern states outside of North Carolina may qualify for a reduction to in-state tuition. Currently, the Marriage and Family Therapy program is open in the following states: Georgia and Kentucky. Students should contact their home state’s ACM coordinator to request consideration. The complete list of coordinators is available on the Southern Regional Education Board website: http://www.sreb.org.
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY (Major Code: 468A/51.1505)

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; a completed department of Human Development and Psychological Counseling questionnaire; an interview.

Basic Criteria for Consideration: GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE scores from ETS. OR Cumulative GPA or last 60 hours GPA below 3.0 but above 2.70, and official GRE Verbal plus Quantitative (or Analytical if available) score of 800. The GRE Writing test will be considered, but no minimum score has been established.

Hours: 52 semester hours with thesis; 48 without thesis

Location: On Campus

Required courses: **See the note on the next page regarding prerequisites

Theoretical Foundations of Marital and Family Therapy:

<table>
<thead>
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<tbody>
<tr>
<td>HPC 5270</td>
<td>Theories of Marriage and Family Therapy I</td>
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THEORETICAL FOUNDATIONS HOURS ........................................ 3

Assessment and Treatment in Marital and Family Therapy:

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<td>HPC 5271</td>
<td>Theories of Marriage and Family Therapy II</td>
</tr>
<tr>
<td>HPC 6270</td>
<td>Marriage and Family Counseling: Clinical Issues</td>
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<td>HPC 6271</td>
<td>Theories of Marriage and Family Therapy III</td>
</tr>
<tr>
<td>HPC 6280</td>
<td>Assessment and Diagnosis in Marriage and Family Therapy</td>
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Choose one of the following 8 courses: .................................................... 3

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<tr>
<td>HPC 5273</td>
<td>Mediation &amp; Divorce Therapy (3 s.h.)</td>
</tr>
<tr>
<td>HPC 5274</td>
<td>Substance Abuse in Family Systems (3 s.h.)</td>
</tr>
<tr>
<td>HPC 5275</td>
<td>Systemic Family Therapy Institute (3 s.h.)</td>
</tr>
<tr>
<td>HPC 6162</td>
<td>Systemic Gestalt Therapy (3 s.h.)</td>
</tr>
<tr>
<td>HPC 6272</td>
<td>Marital and Couples Therapy (3 s.h.)</td>
</tr>
<tr>
<td>HPC 6340</td>
<td>Ecotherapy (3 s.h.)</td>
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<td>HPC 6350</td>
<td>Body/Mind (3 s.h.)</td>
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<td>HPC 6730</td>
<td>Sexual Abuse Counseling (3 s.h.)</td>
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ASSESSMENT AND TREATMENT HOURS ........................................ 15

Human Development and Family Studies:

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<td>HPC 5272</td>
<td>Family Development and Therapy</td>
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<tr>
<td>HPC 6710</td>
<td>Human Sexuality</td>
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Choose one of the following 9 courses: .................................................... 3

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<td>HPC 5110</td>
<td>Multicultural Counseling (3 s.h.)</td>
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<tr>
<td>HPC 5130</td>
<td>Women’s Issues in Counseling (3 s.h.)</td>
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<tr>
<td>HPC 5210</td>
<td>Life and Career Planning (3 s.h.)</td>
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<tr>
<td>HPC 5680</td>
<td>Counseling the Aging (3 s.h.)</td>
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<tr>
<td>HPC 6290</td>
<td>Child and Adolescent Therapy (3 s.h.)</td>
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<td>SOC 5400</td>
<td>Sociology of Adult Development and Aging (3 s.h.)</td>
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<td>SOC 5560</td>
<td>Race and Minority Relations (3 s.h.)</td>
</tr>
<tr>
<td>SOC 5800</td>
<td>Sociology of the Family (3 s.h.)</td>
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HUMAN DEVELOPMENT AND FAMILY STUDIES HOURS ............................. 9

Ethics and Professional Studies:

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<td>HPC 5753</td>
<td>Legal and Ethical Issues in Marriage and Family Therapy</td>
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ETHICS AND PROFESSIONAL STUDIES HOURS ....................................... 3

Research:

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<td>RES 5000</td>
<td>Research Methods</td>
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RESEARCH HOURS .......................... 3
Supervised Clinical Practice:
HPC 6900 Internship in Marriage and Family Therapy (3+3+6) ................................12
(Instructors for HPC 6900 are AAMFT approved Supervisors or approved Supervisors in Training. The three internship semesters will cover the whole calendar year, including summer.)

INTERNSHIP HOURS ........................................................................ 12

Electives:
Choose one of the following courses, or another course may be selected upon approval by the student’s advisor:

- HPC 5210 Life and Career Planning (3 s.h.)
- HPC 5220 Counseling Theory and Techniques (3 s.h.)
- HPC 5850 Theory & Practice of Reality Therapy (3 s.h.)
- HPC 6160 Gestalt Therapy (3 s.h.)
- HPC 6570 The Appalachian Addictions Institute (3 s.h.)
- HPC 6720 Group Counseling/Therapy (3 s.h.)
- HPC 6730 Sexual Abuse Counseling (3 s.h.)
- PSY 5552 Diagnosis and Psychopathology (3 s.h.)

ELECTIVE HOURS ..............................................................................3

Thesis Options: (CHOOSE ONE)
WITH THESIS
HPC 5999 Thesis .............................................................................4

WITHOUT THESIS
No additional coursework is required ........................................................................0

THESIS OPTIONS HOURS ........................................................................ 0 or 4

TOTAL HOURS FOR MA DEGREE .................................................... 48 (with thesis)
or 52 (without thesis)

Thesis: Optional
Proficiency: None required
Comprehensive: Required - Students should take the required courses (excluding the Internship) prior to taking the comprehensive exam.
Product of Learning: None required

Note on Prerequisites: Students should pay particular attention to the prerequisites listed in each course description; the curriculum is carefully structured to ensure that students have the necessary prerequisite knowledge before enrolling in courses.

GRADUATE COURSES IN HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING (HPC)

HPC 5000. Internship in Public Schools/(1-9).On Demand. Designed for school counselor graduate students who do not possess an “A” teaching license and who must have an extended internship in a public school setting prior to obtaining a “G” license. Each internship is arranged and coordinated on an individual basis consistent with state policies. This course will be limited to students accepted into the school counselor program and the course credit will not count toward the graduate degree. Graded on an S/U basis. [Dual-listed with HPC 4900.]

HPC 5100. Counseling Techniques for Teachers of Young Adolescents/(3).On Demand. Acquaint teachers of early adolescents with appropriate counseling techniques, interactional processes, and resource materials.

HPC 5110. Multicultural Counseling/(3).S. An exploration of counseling issues related to a culturally diverse client population.

HPC 5120. Introduction to Community Counseling/(3).F. An introduction to the issues, functions and scope of the work being done in various human service agencies. Helping approaches with selected client populations and related professional concerns will be examined. Prerequisite: for community counseling majors only.
HPC 5130. Women's Issues in Counseling/ (3).S.Even-numbered years. Based on study of historical, social, multicultural, and familial influences on the development of women, this course addresses counseling issues related to women's identity, self-esteem and relationships.

HPC 5140. Psychological and Educational Testing/(3).F;S. A study of representative psychological and educational tests/inventories including the rationale which underlies testing.

HPC 5190. Helping Skills in Student Affairs Practice/ (3).S. An introduction and overview to the role of the student affairs educator as a facilitator of individual and group development. Methods of helping, group facilitation skills, and leading and managing groups appropriate to student affairs functions will be developed.

HPC 5210. Life and Career Planning/(3).F;S.SS. Assists counselors and others in various work settings to attain knowledge and skills essential in helping individuals to consider possible careers and life style options. Approaches to career development, sources of informational materials, and the life planning needs of particular clientele are emphasized.

HPC 5220. Counseling Theory and Techniques/(3).F;S. Several selected theories of counseling will be studied in depth, emphasizing primary sources. Other theories will be studied, giving breadth to this area of knowledge. Interrelationships of personality development, learning and “problems” will be stressed.

HPC 5270. Theories of Marriage and Family Therapy I/ (3).F. A study from the systemic perspective of the historical development, theoretical and empirical foundations, and current issues in marriage and family therapy. Major models of marriage, couple and family therapy are surveyed.

HPC 5271. Theories of Marriage and Family Therapy II/ (3).S. A study of a selected number of theories concerning marriage and family therapy. Class will involve role play, group discussion, and demonstration of marriage and family therapy. Prerequisite: HPC 5270.

HPC 5272. Family Development and Therapy/(3).S. An introduction to a variety of systemic theories of family. Emphasis will be given to clinical issues of family development as they pertain to family therapy.

HPC 5273. Mediation and Divorce Therapy/ (3).F.Even-numbered years. Recognizing divorce as a frequent phenomenon in families, this course is designed to study the history, effects, and re-growth as a result of divorce. In addition to a review of current literature, there will be a concentration on pertinent, long-term studies of divorces, and the results and effects on children, as well as viewing proposed models of mediation and therapy for persons who choose to pursue such assistance.

HPC 5274. Substance Abuse in Family Systems/(3).S.Even-numbered years. An examination of the range of substance abuse issues impacting the family system. Topics will include etiology of substance abuse and addiction within the family, impact upon members of the system and its dynamics, intervention and treatment approaches, and long-term recovery issues. Special attention will be given to the topics of co-dependency and core issues of adult children of dysfunctional families. Prerequisites: HPC 5270, SOC 5570/HPC 5560, or permission of the instructor.

HPC 5275. Systemic Family Therapy Institute/(3-9).SS. Variable content. Barring duplication, a student may repeat the course and earn up to a total of nine semester hours. This annual summer institute is designed to provide graduate students and working professionals with an opportunity for in-depth exploration of cutting-edge topics within the marriage and family therapy field. Graded on an S/U basis.

HPC 5310. Introduction to Professional School Counseling/ (3).F. The study of comprehensive, developmental school counseling programs; appropriate counselor roles (counseling, coordination, and consultation); and methods of providing services to students, families, and school personnel within a collaborative framework.

HPC 5315. Elementary/Middle Grades School Counseling/ (3).On Demand. Designed primarily for counselors who plan to work or are currently working in elementary or middle grades settings. Emphasis is given to philosophy and organization; the role and functions of elementary and middle grades counselors; components of comprehensive elementary and middle grades school counseling programs; and special issues related to theory and practice of working with children and adolescents.
HPC 5340. Research in College Student Development and Student Affairs Practice/ (3).S. This introductory research course is designed to provide opportunities to review, evaluate, conduct and disseminate educational research related to the practice of Student Affairs. This course is a prerequisite for HPC 6330.

HPC 5380. College Students and Their Environments/ (3).F. A study of characteristics, needs, and goals of college students, including selected populations; appraisal and effect of college environments and other socio-cultural factors on students; and implications for Student Affairs Practice.

HPC 5410. Introduction to Student Affairs/ (3).F. An introduction and overview of student affairs functions within institutions of higher education emphasizing the history, student affairs programming models, professional standards and ethics in professional conduct, professional associations, organizational models and staffing patterns, and issues and trends in student affairs practice.

HPC 5500. Independent Study/ (1-4)F;S. On Demand.

HPC 5530-5549. Selected Topics/ (1-4). On Demand. Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course.

HPC 5560. The Addictive Process/ (3).F;S. An examination of sociological and psychological contributions to alcohol and drug addiction and abuse in our society. The addictive process and its impact on the individual and society are described, as well as treatment and preventive program efforts. Students will also examine their own feelings and attitudes about alcohol and drug use and abuse. (Same as SOC 5570.) [Dual-listed with HPC 4570.]

HPC 5570. Counseling the Addicted Person/ (3).F. An in-depth study of the various intervention and therapeutic models utilized with addicted clients, including individual, group, and family counseling approaches. Unique aspects, demands, and imperatives of the addiction vis-a-vis the helping relationship are discussed. Prerequisite: HPC 5560.

HPC 5580. Counseling the Aging/ (3).F. Even-numbered years. This course is designed to aid graduate students interested in gerontology to understand and appreciate aging as a lifelong process. Emphasis is also given to various effects of aging-physiological, psychological, financial, etc. Counseling strategies and understanding family dynamics pertaining to aging will also be studied.

HPC 5600. Teaching Sex Education Within a Family Context/ (3).F. This course is designed to help health educators learn and develop strategies for teaching family living and sexuality to different age groups such as elementary, middle grades, secondary and adults. Topics to be included are reproductive anatomy, physiology, STD and AIDS, varying cultural differences, and gaining community support. Each student will be responsible for developing appropriate curricula materials for the age group she/he will be teaching. (Same as HED 5710.) [Dual-listed with HPC 4710.]

HPC 5710. Helping the Troubled Employee/ (3). On Demand. An introduction to employee assistance programming in a wide variety of settings. Historical development, current issues and trends, program structure, implementation, administration and evaluation are stressed. Visiting practitioners, student projects, and field trips will emphasize practical skills development in this helping model based in the work setting.

HPC 5751. Ethics and Law in Professional Practice/ (3).S. A study of current legal and ethical issues confronting the college student development specialist or counselor in practice. Topics include authority and environment of ethics and law, ethical decision analysis, and topical issues such as student safety, liability, confidentiality, privacy, libel and slander, due process, and other related ethical and legal concepts. The course goal is to provide future practitioners with a working knowledge of ethical and legal issues so as to inform good practice.

HPC 5752. Legal and Ethical Issues in Community Counseling/ (3).S. A study of legal and ethical issues confronting community agency, mental health and rehabilitation counselors. Topics include moral reasoning, tort liability, confidentiality, privacy, libel, slander, due process, federal and state rules, regulations, and statutes, and other important concepts and actions resulting in legal and ethical questions. Prerequisites: HPC 5120; for community counseling majors only.

HPC 5753. Legal and Ethical Issues in Marriage and Family Therapy/ (3).F. A contextual study of legal and ethical issues related to the profession of marriage and family therapy. Topics include professional identity, scope of practice,
professional organizations, licensure, ethical codes, confidentiality, legal responsibility and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

HPC 5754. Legal and Ethical Issues in Professional School Counseling/(3).S. An exploration of ethical and legal standards, and applications specific to professional school counseling. General topics will include the ethical decision-making process, confidentiality, privileged communication, informed consent, duty to warn, dual relationships, record keeping, parental rights, the rights of minors, testifying in court, and testing. Special topics and the needs of special populations will be examined.

HPC 5790. Group Methods and Processes/(3).F;S. A study of group dynamics, experimentation in groups, leadership roles, and applicability to other settings. [Dual-listed with HPC 4790.]

HPC 5820. College Student Development Theories I/(3).F. This course provides an overview of the cognitive theories of student development. Particular emphasis will be placed on utilizing theory to understand and describe student learning, human behavior and development over the life span. The course includes cognitive and moral development theories. A multicultural focus will be included in the study of these theories. This course is a prerequisite for HPC 5821.

HPC 5821. College Student Development Theories II/(3).S. This course provides an overview of the psychosocial theories of student development. Particular emphasis will be placed on utilizing theory to understand and describe student learning, human behavior and development over the life span. The course includes psychosocial and identity theories. A multicultural focus will be included in the study of these theories. Prerequisite: HPC 5820.

HPC 5840. Human Relations and Interaction/(3).F;S. Examines the key elements in effective interpersonal communication. Students will be exposed to one or more human relations models that are designed to improve their communication skills. Emphasis will be given to applying constructive methods of human relations in a variety of settings including business, schools, and social service agencies. [Dual-listed with HPC 4840.]

HPC 5850. Theory and Practice of Reality Therapy/(3). On Demand. A basic course introducing the theory and practice of Reality Therapy in a variety of therapeutic settings. Emphasis will be placed on the principles and implications of control theory, including the fundamentals of the practice of Reality Therapy, and its relationship to the cycle of counseling.

HPC 5860. Dreamwork: Clinical Methods/(3).F. An in-depth study of dreamwork as a clinical method, including theoretical approaches to dreams, clinical issues and current trends, and cross-cultural perspectives on the role of dreams, myths, and symbols in psychological healing.

HPC 5870. Creative Process, Movement, and Therapy/(3).S. Odd-numbered years. An examination of body awareness, creative expression, and movement in therapy. Particular attention will be paid to the concept of creative process and how it relates to human development, personality integration, and healing. [Dual-listed with DAN 4870.]

HPC 5900. Practicum/(1-9).F;S. Practica are available in the areas given below according to the chosen curriculum. Some practicums may be repeated for additional credit when there is space and upon approval of the advisor and the departmental chair. Graded on an S/U basis.

- **Practicum in Counseling:** An in-depth study of the counseling and therapeutic process and the nature of the counseling relationship. These factors will be examined in relationship to the application of basic theoretical principles. Prerequisites: HPC 5220, specific program requirements, and prior approval of the departmental chair.

- **Practicum in College Student Development:** An opportunity for on-the-job observation and limited practice in at least two student development functions/offices either on the ASU campus or in another area post-secondary institution. Open only to student development majors. Prior approval of the departmental chair.

- **Practicum in Group Leadership:** Supervised practice in group leadership. Prerequisites: HPC 5790, HPC 6720, and prior approval of the departmental chair.

HPC 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. HPC 5989 does not count toward a degree.

HPC 6120. Development Assessment and Diagnosis in Community Counseling/(3).S. An in-depth and critical examination of developmental assessment and diagnosis in a variety of community counseling settings. Specific attention will be given to the interface of the assessment and diagnostic process, the sociocultural context of individuals, and an understanding of basic psychopharmacology within a developmental and humanistic framework. Prerequisites: HPC 5120; for community counseling majors only.

HPC 6160. Gestalt Therapy/(3).S.Even-numbered years. An examination of the Gestalt Therapy model. The course combines experiential and conceptual approaches. Emphasis is placed on developing personal and unique styles of interventions within the framework of Gestalt Therapy.

HPC 6162. Systemic Gestalt Therapy/(3).SS. An advanced course which focuses on the application of gestalt concepts within a systemic model. Prerequisite: HPC 6160 or permission of the instructor. Graded on an S/U basis.

HPC 6270. Marriage and Family Counseling: Clinical Issues/(3).F. An examination of basic issues and special problems in the therapeutic intervention in families. Prerequisite: HPC 5270.

HPC 6271. Theories of Marriage and Family Therapy III/(3).SS. A comprehensive survey of major models of marriage and family therapy with emphasis on the relationship of theory to practice.

HPC 6272. Marital and Couples Therapy/(3).F. This seminar examines key issues associated with effective marital and couples therapy. Emphasis is given to an overview of fundamental theoretical models of intimate relationships and models for effecting healing and growth in such relationships.

HPC 6280. Assessment and Diagnosis in Marriage and Family Therapy/(3).SS. A seminar designed to provide a background in diagnosis and assessment including skills necessary to conduct a relational assessment interview, as well as the development of assessment skills through the use of family sculpture, family genogram, role play, and exercises. Prerequisite: HPC 5271 or permission of the instructor.

HPC 6290. Child and Adolescent Therapy/(3).S. The application of child development and counseling theories to the practice of counseling children and adolescents. Focus will be on clinical practice, diagnostic skills, play and art therapy, family systems interventions, parent training programs, and behavioral interventions.

HPC 6330. Assessment and Program Evaluation in Student Affairs/(3).F. The focus will be on assessing outcomes of enrollment in post-secondary institutions, assessment methodologies used for exploring student outcomes, systematic program evaluation, and the application of student development theory to practice. Prerequisite: HPC 5340.

HPC 6340. Ecotherapy/(3).F.Even-numbered years. This course will examine emerging paradigms in psychology and counseling in systems theory, the nature of consciousness, and ecopsychology.

HPC 6350. Body/Mind/(3).S. A study of the interrelationship of physical and mental functioning as it pertains to counseling, including the mind/body problem as a systematic issue in psychology, exploration of the current resurgence of interest in mind/body functioning relative to total well-being, and an overview of current uses of mind/body experiences as therapeutic techniques.

HPC 6360. Therapy and the Expressive Arts/(3).F;S. An examination of the relationship between artistic expression and individual mental health. Theories and techniques of various arts therapies will be studied relative to diagnosis and treatment as well as to personality integration and personal growth.

HPC 6370. Intermodal Expressive Arts/(3).F;S. An examination of theories, techniques, and functions of psychotherapeutic approaches using intermodal expressive arts, emphasizing cross-cultural contexts of creative expression and human development.

HPC 6380. Therapeutic Writing/(3).F. An exploration of writing and the therapeutic process. Students will experience a variety of methods in using the written word to enhance client change as well as for self-care for the therapist.

MARRIAGE AND FAMILY THERAPY

HPC 6410. Student Development Administration/(3).F. An overview of organizational theories, management, and administration in student development practice, including budget and finance, governance and policy making, organizational change processes, process consultation, administrative uses of computers, and human resource development. Prerequisite: HPC 5410.

HPC 6451. Community Counseling Seminar/(3).F. An examination of current issues and trends in mental health, agency and rehabilitation counseling focusing on the transition from clinical trainee to entry level practitioner in areas such as psychosocial assessment, prevention/education/intervention techniques, administration of programs, and supervision. Prerequisites: HPC 5120, HPC 5220, HPC 5752, HPC 5790, HPC 5900 (Practicum in Counseling) or concurrently enrolled; for community counseling majors only.

HPC 6452. Seminar in Professional School Counseling/(3).SS. This course is designed to provide opportunities for students to further develop knowledge and skills in order to deliver a comprehensive and developmental school counseling program. A wide variety of topics currently addressed in professional school counseling literature will be studied. Prerequisite: HPC 5310.


HPC 6530-6549. Selected Topics/(1-4).On Demand.

HPC 6570. The Appalachian Addictions Institute/(3-9).SS. Variable content. Barring duplication, a student may repeat the course and earn up to a total of nine semester hours. This annual summer institute is designed to provide graduate students and working professionals with an opportunity for in-depth exploration of cutting-edge, clinical issues and topics within the addictions field. Graded on an S/U basis.

HPC 6620. School-Based Consultation/(3).S;SS. For school psychologists, counselors and other human service personnel in various fields who deal with parents and/or teachers in a consultative and educational capacity. The course will include a review of consultation models and theories of both a group and triadic nature. It will also provide an opportunity for role play which reflects actual consulting situations. Emphasis will be placed on concerns related to academic deficit, behavioral problems in the school and home, and family stress. (Same as PSY 6620.)

HPC 6710. Human Sexuality/(3).S. Classical and contemporary theories of sexual identity and behavior, family planning, reproduction, emotionality, intimacy, and values are studied. Special attention is given to the work of Kinsey, Hooker, and Masters and Johnson, and most recent researchers. Attention is given to futurity, especially as it pertains to current practices and values regarding family planning, general health, sexuality and one’s self-esteem. Counseling strategies will be considered pertaining to many currently reported sexual dysfunctions such as impotence, premature ejaculation and lack of sexual response.

HPC 6720. Group Counseling/Therapy/(3).F;S. Theory and practice of group counseling/therapy, including group process, leadership style, and outcome. Prerequisite: HPC 5790 or equivalent.

HPC 6730. Sexual Abuse Counseling/(3).S. An in-depth examination of the subject of sexual abuse counseling. The course provides an overview of the issues involved in sexual abuse and relates these to the assessment and treatment processes used by counselors and other helping professionals.

HPC 6750. College Student Development Institute/(3-9).SS. This annual summer institute is designed to allow college administrators, counselors, instructors, other student development personnel, and graduate students to consider a variety of issues facing students and student development specialists. There is variable content each summer with the theme and topics reflecting current issues and needs. Barring duplication, a student may repeat the course and earn up to a total of nine semester hours. Graded on an S/U basis.

HPC 6770. Current Issues and Special Populations in Addictions Counseling/(3).S.Even-numbered years. Current issues in the addictions field as they impact both counselors and their clients are addressed. Both practical and theoretical orientations of working with addicted clients are discussed. An emphasis is placed in the course on working with rural and minority clients.

HPC 6900. Internship/(1-18).F;S. Advanced students in counselor education will have supervised experiences in specific functions of the counselor education field in a public school system, post-secondary institution, or other appropriate agency.
In addition to those listed below, other specific experiences will be developed and approved by the student and the student’s advisory committee. May be taken up to a total of eighteen semester hours with permission of the departmental chair. Graded on an S/U basis. Prerequisite: prior approval of the departmental chair.

- **Internship in Professional School Counseling**: Practice in the application of skills used in counseling elementary/middle/secondary school youth. Setting to be decided upon in consultation with the internship supervisor. A minimum of 600 clock hours of work (full-time) as a counselor in the school will be required. Graded on an S/U basis. Prerequisites: HPC 5140, HPC 5210, HPC 5220, HPC 5310, HPC 5754, HPC 5790, HPC 5900, HPC 6620/PSY 6620, and approval of the departmental chair.

- **Internship in Community Counseling**: On-the-job experience will be emphasized through placement of students in appropriate human service agencies. Includes practice in the counseling and other helping skills used in various agencies. Available primarily for Community Counseling majors. Graded on an S/U basis. Prerequisites: HPC 5120, HPC 5220, HPC 5752, HPC 5790, HPC 5900 (Practicum in Counseling), HPC 6120, HPC 6451 or concurrently enrolled and prior approval of the departmental chair; for community counseling majors only.

- **Internship in College Student Development**: On-the-job experience will be emphasized through placement of students in specific student development functions/offices either on the ASU campus or in another area post-secondary institution. Available primarily for college student development majors. Graded on an S/U basis. Prerequisites: HPC 5410, HPC 5900 (Practicum in College Student Development) and/or HPC 5900 (Practicum in Counseling), and prior approval of the departmental chair.

- **Internship in Marriage and Family Therapy/(3+3+6).F;S;SS.**: Supervised practice in the application of skills used in systemic individual, couple and family therapy. Open only to marriage and family therapy majors. Graded on an S/U basis. Prior approval of the departmental chair.
The Department of Mathematical Sciences offers graduate programs that are designed to prepare graduates for careers in teaching at the secondary and community college level, as well as for further study at the Ph.D. level. Programs emphasize broad training in the mathematical sciences with work in statistics, computing, and applied mathematics in addition to core mathematics.

The following graduate degree programs are offered through the Department of Mathematical Sciences:

- Master of Arts in Mathematics (Major Code: 264*/27.0101) with a concentration in College Teaching (264B)
- Master of Arts in Mathematics, Education (Major Code: 263*/13.1311) with a concentration in Secondary School Teaching (263S)

Courses in the following disciplines are offered through the Department of Mathematical Sciences:

MAT: mathematics courses
STT: statistics courses

In addition, the Mathematics programs include coursework offered by other departments as follows:

CI: curriculum and instruction courses (see the Curriculum Specialist program for course descriptions)
HE: higher education courses (see the Higher Education program for course descriptions)
LSA: leadership in school administration courses (see the School Administration program for course descriptions)
SPE: special education courses (see the Special Education program for course descriptions)

NOTE: During the first semester of coursework, graduate students will meet with an advisor to design a program of study. Any subsequent changes in the program are made with the counsel and the approval of this committee.

PEACE CORPS MASTER’S INTERNATIONAL PROGRAM: The Mathematics Education program is recognized by the Peace Corps as an MI program. Students who are admitted to the English Education program as MI students will apply to the Peace Corps during the graduate admission process or immediately following admission. These students will complete a customized program of study designed to allow for one year of coursework at Appalachian followed immediately by Peace Corps service as a teacher of English. Some additional academic coursework related to the Peace Corps teaching assignment will be completed during the 27 month Peace Corps rotation, and the student will typically return to Appalachian for one semester to complete the master’s degree.
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN MATHEMATICS (Major Code: 264*/27.0101; Concentration Code: 264B)

Admission Requirements: Baccalaureate degree in mathematics or a related field from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; undergraduate coursework in statistics, linear algebra, differential equations, and analysis. In extenuating circumstances, an applicant may obtain permission to remove deficiencies in coursework after entering the graduate program.

Basic Criteria for Consideration: (Undergraduate GPA X 400) + GRE Verbal + GRE Quantitative = 2000

Hours: 36 semester hours Location: On Campus

Required Courses:
- MAT 5415 Seminar in the Pedagogy of Mathematics
- MAT 5420 Teaching Apprenticeship
- MAT 5610 Analysis I
- MAT 5620 Analysis II
- STT 5860 Probability Models and Statistical Inference I
- STT 5865 Statistical Inference II

REQUIRED COURSE HOURS ........................................... 18

Related Coursework:
Choose two from the following courses.
- MAT 5125 History of Mathematics
- MAT 5210 Abstract Algebra
- MAT 5230 Linear Algebra
- MAT 5330 Mathematical Models
- MAT 5370 Advanced Differential Equations

RELATED COURSEWORK HOURS ................................... 6

Electives:
(6 s.h. 5000 level or above) Students may with permission take 3 s.h. of courses outside of mathematical sciences.

For students interested in pursuing careers in teaching at the college level, the following courses are recommended: HE 5420, HE 5440, HE 5630, or HE 6090.

ELECTIVE HOURS ....................................................... 6

Capstone Component: Choose one of the following 6 s.h. options.

INTERNSHIP AND RESEARCH
- HE 5900 Higher Education Internship/Field Study (3 s.h.)
- MAT 5600 Directed Research in Mathematical Sciences (3 s.h.)

THESIS
- MAT 5999 Thesis (6 s.h.)

COURSE AND RESEARCH
- MAT 5600 Directed Research in Mathematical Sciences (3 s.h.)

3 s.h. in the mathematical sciences (5000 level or above)

CAPSTONE COMPONENT HOURS ..................................... 6

TOTAL HOURS FOR THE MA DEGREE .......................... 36

Thesis: Optional part of capstone
Proficiency: Demonstrated proficiency in the use of technology, subject to the approval of the program director.
Comprehensive: Written and oral examinations are required.
Product of Learning: Not Required
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN MATHEMATICS EDUCATION (Major code: 263*/13.1311; Concentration Code 263S) +

+Leads to NC Teacher Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Admission Requirements: Baccalaureate degree in mathematics or a related field from an accredited college or university; North Carolina “A” license or the equivalent from another state; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; undergraduate coursework in linear algebra, geometry, and either probability or statistics, as well as a sequence of courses in calculus. In extenuating circumstances, an applicant may obtain permission to remove deficiencies in coursework after entering the graduate program.

Basic Criteria for Consideration: (Undergraduate GPA X 400) + GRE Verbal + GRE Quantitative = 2000

Hours: 36 semester hours

Location: Academic Year Off Campus; Summers On Campus

Required Courses:
- CI/SPE 5045 Advanced Topics in Diversity ................................................................. 3
- CI/LSA 5585 Teacher Leadership and School Improvement ........................................... 3
- MAT 5525 Product of Learning ............................................................................... 1-3
- MAT 5910 Investigation in the Teaching of Mathematics .............................................. 2
- MAT 5920 Linear Algebra for Teachers ......................................................................... 4
- MAT 5930 Analysis for Teachers ............................................................................. 4
- MAT 5950 Mathematical Modeling-Analytical Models .................................................. 2
- MAT 5951 Mathematical Modeling-Empirical Models ................................................... 2

REQUIRED COURSE HOURS ................................................................................. 21-23

Electives (5000 level or above): (13-15 s.h. required)
Elective courses must be approved by the Graduate Advisory Committee.
The list below contains suggested mathematical sciences electives;
up to 3 s.h. of 5000 level coursework in education may be chosen.
- MAT 5941 Technology for Secondary School Mathematics (3 s.h.)
- MAT 5952 Problem Solving (3 s.h.)
- MAT 5970 Number Theory Concepts (3 s.h.)
- MAT 5980 Special Topics in Mathematics Education (1-3 s.h.)

ELECTIVE HOURS .............................................................................................. 13-15

TOTAL HOURS FOR THE MA DEGREE ......................................................... 36

Thesis: An optional part of Product of Learning
Proficiency: None required
Comprehensive: Written and oral examinations are required.
Product of Learning: Required
MAT 5125. History of Mathematics/(3). On Demand. The history and development of mathematical thought and theory from ancient to modern times, with particular attention to the history of geometry, algebra, calculus, differential equations, linear algebra, and statistics, and to the persons who made significant contributions to these areas of mathematics.

MAT 5160. Complex Variables/(3). On Demand. An introduction to the study of complex variables to include such topics as line integrals, the Cauchy theorem, the Cauchy integral formula, Morera’s theorem, and the Laurent series.

MAT 5210. Abstract Algebra/(3). F. A study of group theory including quotient groups, the fundamental theorem of finite Abelian groups, and the Sylow theorems. Includes an introduction to rings with emphasis on Euclidean rings and other principal ideal domains. Prerequisite: MAT 3110 (Modern Algebra) or permission of the instructor. [Dual-listed with MAT 4720.]

MAT 5220. Ring Theory/(3). On Demand. A study of rings including Euclidean and polynomial rings. Modules on Euclidean rings will be emphasized. Included will be an introduction to fields and field extensions. Prerequisite: MAT 5210 or permission of the instructor.

MAT 5230. Linear Algebra/(3). F. A study of finite dimensional vector spaces. Among the topics covered are matrices, linear transformations, change of basis, eigenvalues, canonical forms, quadratic forms and quasi-inverses. Prerequisite: MAT 2240 (Linear Algebra) or MAT 3110 (Modern Algebra).

MAT 5310. Numerical Analysis with Computer Applications/(3). On Demand. A study of methods of solving systems of linear and non-linear equations, differential equations and numerical integrations with emphasis on convergence properties and error analysis. Prerequisites: MAT 3220 (Real Variables), and CS 1440 (Computer Programming). Corequisite: MAT 5610. (Same as CS 5310.)

MAT 5330. Mathematical Models/(3). S. Odd-numbered years. A problems oriented course. The student uses mathematics to model a number of different situations. Among the tools used will be statistics, linear programming, differential equations, and computer simulation. Prerequisites: CS 1440 (Computer Programming) and background in at least two of the utilized tools.

MAT 5340. Introduction to Operations Research/(3). On Demand. A thorough study of linear programming including duality theory and sensitivity analysis. At least two other topics related to mathematical applications in the management sciences queuing theory, Markov processes, game theory, decision analysis, network analysis, etc. will be covered. Prerequisites: MAT 2240 (Linear Algebra) and either STT 3850 (Probability and Statistics) or STT 4250 (Probability Modeling with Applications). [Dual-listed with MAT 4340.]

MAT 5360. Methods of Applied Mathematics/(3). On Demand. The content may vary depending on the instructor. Suggested topics are: Fourier series; Sturm-Liouville problems; special functions and transforms; partial differential and nonlinear differential equations with applications; numerical methods. Prerequisites: MAT 3130 (Differential Equations) with MAT 3220 (Real Variables) recommended. Knowledge of computers might be helpful. [Dual-listed with MAT 4560.]

MAT 5370. Advanced Differential Equations/(3). F. Even-numbered years. Usual topics include: power series solutions; special functions; methods and theory of systems; existence and uniqueness theorems and continuations of solutions; Sturm theory; nonlinear differential equations; numerical methods. Prerequisites: MAT 2240 (Linear Algebra), MAT 3130 (Differential Equations), with MAT 3220 (Real Variables) recommended. [Dual-listed with MAT 4570.]

MAT 5380. Partial Differential Equations/(3). On Demand. Topics include: classification and properties of elliptic, hyperbolic, and parabolic equations; separation of variables; Laplace and Fourier transforms; initial and boundary value problems; eigenfunction expansions; solution of Laplace, wave and heat equations; and solitons. Prerequisite: MAT 3130 (Differential Equations). MAT 3220 (Real Variables) recommended. [Dual-listed with MAT 4580.]

MAT 5415. Seminar in the Pedagogy of Mathematics/(1).F;S. Topics from mathematics and pedagogy are examined, such as research methods, recent advances in mathematics, alternative learning styles, teaching developmental and adult students, and teaching with technology. Students will share their experiences from the corequisite teaching apprenticeship. This course may be repeated for a total credit of three semester hours. Corequisite: MAT 5420, Teaching Apprenticeship.

MAT 5420. Teaching Apprenticeship/(1).F;S. This course provides a supervised experience in college teaching through direct participation in a classroom situation. Each student will work closely with a faculty mentor teaching an undergraduate course and will be actively engaged in the development of activities and assignments. Students will share their experiences in the corequisite seminar. This course may be repeated for a total credit of three semester hours. Corequisite: MAT 5415, Seminar in the Pedagogy of Mathematics.

MAT 5500. Independent Study/(1-3).F;S. Prerequisite: 12 hours of graduate mathematics.


MAT 5530-5549. Selected Topics/(1-4).On Demand.

MAT 5600. Directed Research in Mathematical Sciences/(3). On Demand. A research project will be chosen, formulated, and executed by the student under the guidance of a faculty member. The project may investigate a mathematical sciences or a mathematics pedagogy topic. A final written report and presentation are required.

MAT 5610. Analysis I/(3).F. A rigorous treatment of sequences, series, basic topology, continuity, and differentiation. Prerequisite: MAT 4220 (Real Analysis) or permission of the instructor.

MAT 5620. Analysis II/(3).S. A continuation of MAT 5610, including a rigorous development of the Riemann-Stieltjes integral, sequences and series of functions, functions of several variables, and Lebesgue theory. Prerequisite: MAT 5610 or permission of the instructor.

MAT 5710. Introduction to Topology/(3).F. A study of the basic concepts of general topological space including such topics as compactness, connectedness, product spaces, metric spaces, and continuous functions. Prerequisite: MAT 3110 (Modern Algebra). [Dual-listed with MAT 4710.]

MAT 5720. Topology/(3).On Demand. A study of topology to include such topics as general product spaces, complete metric spaces, compactifications, embedding, metrization theorems, and quotient spaces. Prerequisite: MAT 5710.

MAT 5910. Investigation in the Teaching of Mathematics/(2).SS. An examination of recent research and experimental programs in the teaching of secondary school mathematics. Students are encouraged to write experimental designs for potential research problems. Prerequisite: undergraduate mathematics major or permission of the instructor.

MAT 5920. Linear Algebra for Teachers/(4).SS.Odd-numbered years. Elementary concepts of linear algebra extending to a rigorous level of algebraic proof are studied. Prerequisite: undergraduate major in mathematics.

MAT 5930. Analysis for Teachers/(4).SS.Even-numbered years. This course is a rigorous study of elementary calculus extending to a treatment of fundamental concepts of analysis involving functions of a real variable. Prerequisite: undergraduate major in mathematics.

MAT 5935. Basic Concepts of Probability and Statistics/(3).On Demand. This course examines the concepts underlying the elementary and middle school curriculum in probability and statistics. Probability models will be studied using both mathematical approaches and simulations. Statistics will be presented as a problem solving process involving question formulation, data collection, data analysis and the interpretation of results. Prerequisite: MAT 3910 or MAT 3920 [Logic and Structure of Math] or permission of the instructor. [Dual-listed with MAT 4930.]

MAT 5941. Technology for Secondary School Mathematics/(3).On Demand. The use of current computer and calculator technology in various mathematics content areas will be studied. Technology use in these areas will involve problem solving, exploring patterns, experimentation, conjecturing and generalization of findings. Appropriate use of technology will be stressed. Prerequisite: undergraduate major in mathematics, or permission of the instructor.
MAT 5950. Mathematical Modeling-Analytical Models/(2).On Demand. This course is an introduction to the mathematical modeling of phenomena from business and science with an emphasis on analytical models. Topics to be covered include the modeling process, modeling using functions and differential equations, linear programming, optimization, population growth, discrete versus continuous models. The course will be project-based, with both team and individual written and oral presentations an integral part of the grading scheme. Prerequisites: knowledge of college algebra, calculus and linear algebra.

MAT 5951. Mathematical Modeling-Empirical Models/(2).On Demand. This course is an introduction to the mathematical modeling of phenomena from business and science with an emphasis on empirical and stochastic models. Topics covered in this course include the modeling process, modeling using data, regression, curve fitting, probability and simulation, population growth, Markov chains. The course will be project-based, with both team and individual written and oral presentations as an integral part of the grading scheme. Prerequisites: knowledge of college algebra, calculus and linear algebra.

MAT 5952. Problem Solving/(3).On Demand. Problem solving is the focus of this course. There is an emphasis on building new mathematical knowledge through work with problems and applying a wide variety of strategies to solve problems and adapt the strategies to new situations. Problems may be drawn from algebra, geometry, number theory, calculus, probability and statistics. Prerequisites: knowledge in all the areas from which the problems will be drawn.

MAT 5961. Foundations of Geometry/(3).SS. A treatment of projective geometry including both the synthetic and the analytic approach. Also to be considered is a study of the relation of Euclidean, affine and hyperbolic geometries to projective geometry. Prerequisites: MAT 2240 (Linear Algebra) and MAT 3610 (Geometry). [Dual-listed with MAT 4610.]

MAT 5965. Informal Geometry/(3).F. An informal treatment of all aspects of geometry. The topics considered include congruence, measure of segments and angles, constructions, parallels and parallelograms, similarity, space geometry, areas and volumes, and measurements related to circles. Prerequisite: MAT 3910 or MAT 3920 (Logic and structure of Math) or permission of the instructor. [Dual-listed with MAT 4910.]

MAT 5970. Number Theory Concepts/(3).SS. Designed primarily for secondary teachers, this course is a study of the traditional number theory concepts and theorems with special attention to those of significance to the high school curriculum. Emphasis will be on the historical as well as the theoretical development of the subject. Prerequisites: undergraduate major in mathematics; MAT 3250, or permission of the instructor.

MAT 5971. Number Systems and Algebra for Middle Grades Teachers/(3).On Demand. Designed primarily for teachers of mathematics at Grades 6-8, this course is a deep and connected study of number and operations, and of algebra, including rational numbers, proportional reasoning, and linear relations. Emphasis will be on rich tasks using representational tools and models to explore mathematical relationships. Problem solving, reasoning and proof, and mathematical communication will also be emphasized. Does not count for the Master of Arts in Mathematics. Prerequisite: enrollment in the Master of Arts in Middle Grades Education program, or permission of the instructor.

MAT 5972. Geometry and Measurement for Middle Grades Teachers/(3).On Demand. Designed primarily for teachers of mathematics at Grades 6-8, this course is a deep and connected study of geometry and measurement, including the van Hiele model of geometric learning; shape, size, and symmetry; perimeter, area, surface area, and volume; classical and transformational geometry; the golden ratio, tessellations, and spherical geometry. Emphasis will be on rich tasks using representational tools and models to explore mathematical relationships. Problem solving, reasoning and proof, and mathematical communication will also be emphasized. Does not count for the Master of Arts in Mathematics. Prerequisite: enrollment in the Master of Arts in Middle Grades Education program, or permission of the instructor.

MAT 5973. Data Analysis and Probability for Middle Grades Teachers/(3).On Demand. Designed primarily for teachers of mathematics at Grades 6-8, this course is a deep and connected study of data analysis and probability, including data collection, organization, and display; measures of spread and center; inferences and predictions based on data; and basic concepts of probability. Emphasis will be on rich tasks using representational tools and models to explore mathematical relationships. Problem solving, reasoning and proof, and mathematical communication will also be emphasized. Does not count for the Master of Arts in Mathematics. Prerequisite: enrollment in the Master of Arts in Middle Grades Education program, or permission of the instructor.
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MAT 5980. Special Topics in Mathematics Education/(1-3).F;S. A flexible program of reading, study, planning, and writing designed to meet the needs of individual teachers or groups of teachers in the field of secondary school mathematics. Prerequisite: Undergraduate major in mathematics and recommendation of graduate advisor. May be taken up to a total of fifteen semester hours.

MAT 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. MAT 5989 does not count toward a degree.

MAT 5999. Thesis/(1-6).F;S. Graded on an S/U basis.

GRADUATE COURSES IN STATISTICS (STT)

STT 5530-5549. Selected Topics/(1-4).On Demand.

STT 5811. Statistical Concepts and Applications I/(3).F. This course introduces students at the post-calculus level to statistical concepts, applications, and theory. Topics include: comparisons with categorical and numerical data, statistical significance, sampling and sampling distributions, and randomized experiments. Statistical concepts will be developed through simulations, and applications will focus on statistical problem-solving. The course will introduce prospective college teachers to the content and pedagogy recommended in the American Statistical Association’s Guidelines with regard to statistics and probability at the introductory level. Prerequisite: MAT 1120. [Dual-listed with STT 4811.]

STT 5812. Statistical Concepts and Applications II with Probability Modeling/(3).S. This course is a continuation of STT 5811. Topics include: exploring and modeling relationships, comparing several populations, combinatorial analysis, axiomatic probability, and conditional probability. Statistical concepts will be developed through simulations, and applications will focus on statistical problem-solving. The mathematical foundations of probability will be developed and explored through simulations. The course will prepare prospective college teachers to implement the American Statistical Association’s Guidelines with regard to statistics and probability at an intermediate level. Prerequisite: STT 5811. [Dual-listed with STT 4812.]

STT 5820. Design and Analysis of Experiments/(3).F.Odd-numbered years. The course begins with a review of sampling, sampling distributions, and simple comparative experiments. Single factor experiments with both fixed and random effects are considered. Designs illustrated include randomized blocks, latin squares and factorial experiments. Mixed models and rules for expected mean square are presented. Model adequacy, sample size considerations, power determinations and restrictions on randomization procedures are discussed. The use of statistical software packages is integrated throughout the course. Prerequisite: STT 3820 (Statistical Methods), or permission of the instructor. [Dual-listed with STT 4820.]

STT 5830. Linear Regression Models/(3).F. An introduction to least squares estimation in simple and multiple regression models. The matrix approach is used in the more general multiple regression model. Considerable attention is given to the analysis of variance, aptness of the model tests, residual analysis, the effects of multicollinearity, and variable selection procedures. Prerequisites: MAT 2240 and STT 3830 or equivalent. [Dual-listed with STT 4830.]

STT 5860. Probability Models and Statistical Inference I/(3).On Demand. A development of the mathematical foundations of probability and statistical inference. Topics include data collection and organization, counting techniques, axiomatic probability, discrete probability distributions, continuous probability distributions, sampling distributions, point and interval estimation, and tests of hypotheses on a single parameter. Prerequisite: MAT 2130. [Dual-listed with STT 4860.]

STT 5865. Statistical Inference II/(3).On Demand. A continuation in the development of the mathematical foundations of statistical inference. Topics include estimation and tests of hypotheses based on two samples, analysis of variance, simple linear regression and correlation, the analysis of categorical data, and distribution-free procedures. Prerequisite: STT 5860. [Dual-listed with STT 4865.]

search
Master of Arts in Middle Grades Education
Department of Curriculum and Instruction
Reich College of Education

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The Department of Curriculum and Instruction offers the Master of Arts in Middle Grades Education (Major Code: 472*13.1203[T]), with four concentrations:
- Language Arts (472B)[T]
- Mathematics (472C)[T]
- Science (472D)[T]
- Social Studies (472E)[T]

This program leads to North Carolina master-level (M) licensure in middle grades school teaching. The program seeks to prepare teachers who:
1. Are knowledgeable about the developmental characteristics of young adolescents and are able to conceptualize and apply that knowledge in the classroom;
2. Are knowledgeable about at least one subject area;
3. Possess a clear, research-based knowledge of developmentally responsive instruction and schooling;
4. Have the specialized skills and knowledge needed to provide middle grades students with effective instruction; and,
5. Demonstrate a dedication to middle grades education based on an accurate middle grades knowledge base.

Courses in the following disciplines are offered through the Department of Curriculum and Instruction:
- BE: business education (see the Curriculum Specialist program for course listing)
- CI: curriculum and instruction
- HED: health education (see the Curriculum Specialist program for course listing)

In addition, the Middle Grades Education program includes coursework offered by other departments as follows:
- ITC: instructional technology and computers courses (see the School Administration program for course descriptions)
- LSA: leadership in school administration courses (see the School Administration program for course descriptions)
- RE: reading education courses (see the Reading Education program for course descriptions)
- RES: educational research courses (see the School Administration program for course descriptions)
- SPE: special education courses (see the Special Education program for course descriptions)

Location of Program: This program is offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started periodically, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Extension and Distance Education: http://www.ext-dl.appstate.edu.
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN MIDDLE GRADES EDUCATION+ (Major Code: 472*/13.1203 [T])

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Admission Requirements: Baccalaureate degree from an accredited college or university; North Carolina “A” license or the equivalent from another state; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE or MAT scores. OR
Cumulative undergraduate GPA or last-60-hours GPA below 3.0 but at least 2.7, and 1) official MAT score of 349, 2) official GRE Verbal plus Quantitative score of 800, or 3) GRE Writing score of 3.5 or higher in combination with GREV or GREQ of 400.

Hours: 39 semester hours

Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Required Courses:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CI/SPE 5045</td>
<td>Advanced Topics in Diversity</td>
<td>3</td>
</tr>
<tr>
<td>CI 5055</td>
<td>Connecting Learners and Subject Matter</td>
<td>3</td>
</tr>
<tr>
<td>CI 5525</td>
<td>Product of Learning</td>
<td>1-3</td>
</tr>
<tr>
<td>CI/LSA 5585</td>
<td>Teacher Leadership and School Improvement</td>
<td>3</td>
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<tr>
<td>CI 5600</td>
<td>Middle School Philosophy and Organization</td>
<td>3</td>
</tr>
<tr>
<td>CI 5750</td>
<td>Teaching Young Adolescents</td>
<td>3</td>
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<tr>
<td>CI 5850</td>
<td>Middle School Curriculum</td>
<td>3</td>
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<tr>
<td>CI/RE/RES/SPE 5040</td>
<td>Teacher as Researcher (3 s.h.)</td>
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<tr>
<td>RES 5000</td>
<td>Research Methods (5 s.h.)</td>
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<tr>
<td>RES 5560</td>
<td>Classroom Assessment (3 s.h.)</td>
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<td>Choose one course from the three below ........................................3</td>
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Choose one course from the two below ........................................3

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CI 5630</td>
<td>Instructional Technology</td>
<td>3</td>
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<tr>
<td>ITC 5220</td>
<td>Computers in Educational Settings (3 s.h.)</td>
<td>3</td>
</tr>
</tbody>
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REQUIRED HOURS .............................................................................. 25-27

Academic Concentration Courses: (11-12 s.h.)

Courses (5000 level or above) are selected with the advice and approval of the academic advisor from ONE of the following concentrations: Language Arts (472B)[T], Mathematics (472C)[T], Science (472D)[T] or Social Studies (472E)[T].

CONCENTRATION HOURS ...................................................................... 11-12

Electives: (0-3 s.h.)

Elective courses (5000 level or above) to be selected with the advice and approval of the academic advisor.

ELECTIVE HOURS .............................................................................. 0-3

TOTAL HOURS FOR THE MA DEGREE .............................................. 39

Thesis: None required

Proficiency: None required

Comprehensive: None required

Product of Learning: Required

NOTE: Students without teaching experience in the middle grades must successfully complete an internship by taking CI 5900 Internship/Practicum (3 s.h.). This may result in the total number of hours exceeding 39 s.h.
**GRADUATE COURSES IN BUSINESS EDUCATION (BE)**

**BE 5510. Office Management/(3).F.** Study of the responsibilities, problems and duties of the office manager approached from a management viewpoint; study made in managing the modern office from both a traditional and computerized office systems approaches; study of administering systems and procedures in office work and expansion of knowledge and techniques used to reduce and control office costs. [Dual-listed with BE 4510.]

**BE 5555. Advanced Methods in Teaching Business and Marketing Subjects/(3).F.** This course provides students advanced methodology and classroom strategies in business and marketing education. It places emphasis on current issues such as: best pedagogical practices for business and marketing subjects taught within the school setting, emerging learning environments in which all learners can be successful, authentic assessment appropriate to diverse learners, use of technology to enhance teaching and learning, innovative teaching strategies to design and modify instruction.

**BE 5565. Curriculum Development in Business and Marketing Education/(3).S.** This course provides students with understanding of principles for curriculum design, development, and implementation in business and marketing education. The content focuses on contemporary curriculum design and implementation strategies, a discussion of curriculum development for school-to-work transition, formulation of specific curriculum goals and objectives, identification and selection of relevant curriculum materials, and systematic assessment of the business and marketing education curriculum.

**BE 5575. Analysis of Teaching Practices in Business and Marketing Education/(2).F.** This course provides students with an opportunity to conduct an original and unique action research project in an educational setting. Students will examine interactions in the classroom through in-depth observation and analysis of teaching practices, conduct a survey of literature, and apply action research methodology in workforce development areas such as business and marketing education.

**BE 5650. Information Processing Applications for Business and Education Professionals/(3).F.** In this course, electronic office systems and equipment from an end-user perspective are explored. The course includes work in a variety of information processing applications such as word processing, spreadsheets, databases, presentation software, graphics, electronic mail, Internet applications, web page design, and integrated projects. Prerequisite: introductory data processing/computer course. [Dual-listed with BE 4650.]

**BE 5660. Classroom Management and Assessment/(2-3).F.** This course provides opportunities for students to understand performance assessment and classroom management strategies needed to teach business and marketing education courses in public schools. Specifically, the course places emphasis in the following areas: multiple assessment strategies, making classroom management decisions and taking action, and documenting and communicating these actions. [Dual-listed with BE 4660.]

**BE 5810. Seminar/(3).On Demand.** [Dual-listed with BE 4810.]

**BE 5850. Management of Occupational Education Youth Organizations/(3).S.** A study of how to organize and administer youth organization in occupational business and marketing education for teachers in order to establish an excellent learning situation. [Dual-listed with BE 4850.]

**GRADUATE COURSES IN CURRICULUM AND INSTRUCTION (CI)**

**CI 5040. Teacher as Researcher/(3).F;S.** This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research. (Same as FDN 5040/RE 5040/SPE 5040.)

**CI 5045. Advanced Topics in Diversity/(3).F;S.** A framework of theories on diversity and multicultural issues is constructed in this course. From these theories, practical applications will be derived. Research focusing on creating productive and equitable learning environments, on best practices collaboration, and on instructional accommodations and modifications will be examined. (Same as SPE 5045.)
CI 5050. Supervision of Instruction/(2-3), S. A study of the nature and function of supervision, recent trends, teacher involvement in policy formation, the organization and techniques used in supervision.

CI 5055. Connecting Learners and Subject Matter/(3), F; S. This course connects the examination of curriculum foundations and models of the school learner and educational goals with an intense study of research-based, exemplary instructional strategies focused on learning and achievement. Primary focus is on: 1) organizing, implementing, and evaluating school curriculum; 2) implementing, reflecting on, and evaluating instructional planning; and 3) integrating technology for meaningful learning.

CI 5060. Curriculum Planning/(2-3), F; S. A study of principles, effective practices, and techniques appropriate for overall curriculum planning.

CI 5111. Advanced Developmental Assessment and Program Evaluation for Children/(3), F. This course is designed to provide students with skills and knowledge in assessing the development of children, and the interests, concerns, and priorities of families. Students will collect data for the purpose of monitoring children’s progress, family outcomes, and program effectiveness. (Same as FCS 5111/SPE 5111.)

CI 5112. Advanced Developmental Curriculum and Instruction for Young Children/(3), S. This course is designed to provide students with advanced skills and knowledge in application of a research base to design, adapt and evaluate curriculum and environments suitable for the integration of infants, toddlers, preschool and kindergarten children of various developmental levels and abilities in inclusive settings. (Same as FCS 5112/SPE 5112.)

CI 5113. Seminar: Issues in Birth through Kindergarten Education/(3), F. This seminar is designed to build leadership skills to enable the student to consult and collaborate with other professionals. It will permit the development of depth and breadth in professional growth as well, and provide the foundation for life-long learning for the advancement of knowledge in the field of early childhood education and early intervention. (Same as FCS 5113/SPE 5113.)

CI 5130. Recent Trends and Issues in Education/(2), F; S. This course is designed to assist participants in becoming familiar with significant trends and issues in education. Participants will study current educational research and discuss and assess the implications of both trends and research for classroom teaching. The course includes a comparative component which examines school, teachers, and ideas about teaching and learning in different parts of the world.

CI 5150. Organizing and Planning Student Teaching/(2), On Demand. A study of the origin and development of student teaching, including present status and trends, experiences prior to student teaching, selection of schools and supervising teachers, selection and placement of student teachers.

CI 5160. Supervision of Student Teaching/(3), On Demand. A study of general techniques of a supervising teacher, including observation, guiding student teachers in planning, orientation of student teachers, student teacher participation, and evaluation. Available as a workshop by invitation.

CI 5200. Multi-Media/Image Production/(3), On Demand. This course offers the student opportunities to develop the cognitive, affective, and psychomotor skills necessary to plan, design, produce, and present multi-image presentations. Presentation formats range from analog and digital sound and multi-image formats to various analog and digital projection and dissemination programs.

CI 5230. Studies in Applied Instructional Strategies/(3), On Demand. This course is designed for instructional leaders in K-12 buildings. It provides an intense study of research-based, exemplary practice instructional strategies focused on learning and achievement. Special emphasis is placed on the research knowledge-base for learning, cognitive instructional strategies, exemplary instructional planning, reflection and evaluation of instruction, and integrating technology for meaningful learning.

CI 5500. Independent Study/(1-3), F; S.


CI 5530-5549. Selected Topics/(1-4), On Demand. Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. (Limit of six hours credit.)
CI 5551. Creativity/(3). On Demand. A course to discover activities, skills and talents in the fostering of creativity. Emphasis will be given to readings and to designing models for programming creativity in the classroom.

CI 5552. Advanced Video Production/(3). S. In this course, each student assumes the role of a professional producer and works with a client to create a video program. Emphasis is placed on careful pre-production planning, producing with a crew, and honing the production in the editing stage by creating several drafts. Students will have the opportunity to learn how to write good proposals and scripts, make realistic budgets, select appropriate locations and make workable shooting schedules, coordinate all the activities of a production crew, establish a good working relationship with a client, and alter a program in the editing state to respond to audience and client response. Prerequisite: CI 5840, or permission of the instructor.

CI 5576. Advanced Diagnostic-Prescriptive Teaching/(4). S. Rationale, operational models, techniques used on the implementation of the diagnostic-prescriptive approach. Supervised field experiences in the actual diagnostic-prescriptive approach.

CI 5581. Advanced Curriculum Design/(3). On Demand. The physiological and psychological basis of learning. Curriculum development for various exceptionalities and the rationale and development to meet their needs.

CI 5585. Teacher Leadership and School Improvement/(3). F;S. This course is designed to help teachers develop an understanding of and skill in assuming leadership roles and responsibilities in their schools. Those aspects of school leadership seen as most appropriate and potentially beneficial for teacher involvement will be emphasized. Particular attention is paid to the relationships among teacher leadership, school improvement, and site-based accountability. Students will have the opportunity to acquire knowledge and skills and formulate their own approaches through both university-based classroom and site-based clinical activities. Activities such as participant-observations, shadow-studies classroom-action research, problem-based learning, case studies, survey research, and qualitative research studies can be included. Students will be expected to present tangible evidence that represents, authentically, their professional growth. (Same as LHE 5585.)

CI 5591. Advanced Curriculum Design in Elementary Education/(3). F. An examination of curriculum foundations and models as related to understanding the nature of the elementary school learner and educational goals. Primary focus is on organizing, implementing and evaluating the elementary school curriculum. Includes investigation of recent research in elementary education as applied to curriculum and the classroom setting.

CI 5592. Elementary Education Teaching Strategies/(3). S. The course is designed to provide an intense study of research-based strategies for use in grades K-6. Special emphasis will be placed on the knowledge base regarding instructional strategies.

CI 5600. Middle School Philosophy and Organization/(3). F. This course provides a comprehensive study of middle school philosophy, the middle school movement, and the essential components of middle level organization and schooling. Topics included in the course are: a historical study of junior high school and middle schools, current trends and issues in middle level education, the middle level knowledge base, major organizational issues, and the future of middle level education.

CI 5630. Instructional Technology/(3). F. The course is intended to introduce students to the field of instructional technology including its theoretical and practical components. Students are introduced to traditional and emerging electronic communication systems and equipment, and consider the application such technology may have whether in education, business or industry. Particular attention is given to the instructional design process with emphasis placed on the relationship between the inception of a program or technology and the actual instructional application and implementation of it.

CI 5635. Media Literacy and Curriculum Development/(3). F. In this course, media literacy is placed within the traditional and emerging models of mass communication. The course includes an examination of British, Australian and Canadian approaches to media education within their respective school systems. Students are required to develop a rationale that links media literacy to traditional and emerging goals in American education. An interdisciplinary approach is used to explore media literacy as both a revolutionary and evolutionary concept. In addition to examining media literacy as a competency or area for specific study, literacy is also addressed in terms of classroom methodology and pedagogy. American schools are analyzed in terms of the way their organizational culture and characteristics impact innovations such as media literacy. Prerequisites: CI 5830 and CI 5940.
CI 5636. Emerging Issues and Trends in Media and Technology/(3). On Demand. Focuses on trends and developments in educational media, technology, and media literacy. Students will address contemporary issues, trends, controversies, and techniques. Topics may vary from year to year; repeatable for up to nine semester hours.

CI 5641. Media and Management/(3).S. This course provides a broad background in management theory and practice. Emphasis is placed on how to manage media effectively and efficiently within an organizational context (school, industry, etc.) with particular attention given to the utilization of resources including personnel, budget, hardware, and the work environment. Strategies are discussed that enable media to be effectively utilized in order to solve training and corporate communication problems.

CI 5642. Introduction to Web Page Design and Development for Education/(3).F;S. This course introduces the student to a range of digital tools for the design and production of web based education and information design. This class includes web page development and design, digital graphics, visual design, animation, and issues concerning information design, service, site management and a review of current research on effective instructional design for web based learning environments.

CI 5643. Advanced Production and Portfolio/(3).On Demand. This is a required individual study course which serves as a synthesis production and presentation experience, involving close faculty supervision and a client/consultant relationship. Included in the course is a Comprehensive Major Project which will be client oriented and the preparation of a production portfolio suitable for professional presentation.

CI 5700. History of Instructional Technology/(3).On Demand. A broad background and understanding of contemporary instructional technologies, processes and systems is provided. Readings and research from 450 BC to the present with emphasis on theoretical and methodological foundations for media research are examined.

CI 5740. Photography and Digital Imaging/(3).F;S. Basic theory, principles and techniques of black and white and color photography with an introduction to color photography and digital imaging. [Dual-listed with CI 4740.]

CI 5750. Teaching Young Adolescents/(3).S. This course provides middle grades teachers with a variety of research-based instructional strategies that are developmentally appropriate for young adolescents. Special emphasis is placed on the selection, implementation, and evaluation of instructional strategies that promote cognitive, physical, emotional, and social development and increase student learning.

CI 5770. Intermediate Photography and Digital Imaging/(3).F. An intermediate photographic production course which strengthens previously acquired skills in black and white photography and provides advanced project responsibility in color photography and digital imaging. [Dual-listed with CI 4770.]

CI 5800. Logistics of Mediated Programs and Presentations/(3).On Demand. Hard data and facts for programmers and presenters from facilities planning to effective showmanship are examined. The application of hardware and software for teaching and training are located against the institutional environment and contexts in which a presentation takes place.

CI 5810. Introduction to Sight and Sound/(3).F. An introduction to the basic knowledge and skills underlying any effective audiovisual presentation. Students will have the opportunity to learn the aural and visual aesthetic principles involved in the creation of effective media presentations. They will also have the opportunity to learn the theory and operation of various common sight and sound devices, including audio tape recorders; microphones and mixers; still cameras; video cameras, monitors, and recording devices; projection devices and presentation systems. Emphasis will be placed not only on understanding how the equipment works, but on the common theoretical background shared by all these communication devices. [Dual-listed with CI 4810.]

CI 5830. Media Literacy/(3).F. The course examines what it means to be literate in a media era. Key concepts and principles from the field of media literacy are studied through an examination of motion pictures, advertising, television, photo journalism, broadcast news, and the Internet. Emphasis is placed upon understanding media texts, media industries, media narratives, and the form and language of a variety of different media. Students are provided with critical frameworks for analyzing media as well as with tools and techniques to be applied in several class projects aimed at deconstructing media messages. [Dual-listed with CI 4830.]
CI 5840. Beginning Video Production/(3).F;S. This course is a basic introduction to the creative and technical skills needed to produce effective, low-budget video programs on location. Students will use the department’s digital cameras and non-linear computer editing system to learn how to express themselves clearly in a wide variety of programming formats through the language of video. Students will gain experience in each of the three stages in the production process: pre-production, production, and post-production. [Dual-listed with CI 4840.]

CI 5850. Middle School Curriculum/(3).F. This course provides middle grades teachers with a framework for curriculum design that includes challenge, integration, and exploration. Emphasis is placed on major middle level curriculum theories, traditional and innovative middle level curriculum models, and trends and issues which reflect research and successful practice.

CI 5900. Internship/Practicum/(1-6).F;S. Provides direct experiences teaching in grades Kindergarten through nine. Students are required to spend 90 hours teaching in classrooms appropriate to the level(s) of licensure sought. This internship/practicum is designed only for those without appropriate experience in their Master of Arts major, as determined by the students’ academic advisory committees. Graded on an S/U basis.

CI 5921. Instructional Design/(3).S. Analysis and application of systematic strategies for the identification of instructional needs, design of instructional system models to meet educational goals in both K-12 education and business, and evaluation of instructional systems.

CI 5930. Instructional Graphics/(3).On Demand. Examination of basic design principles and concepts in the selection, design, and evaluation of graphic materials. Course includes laboratory experience in design, development, production, and publication of graphical materials. The laboratory experience centers on the use of microcomputers and associated input or output devices.

CI 5940. Media: Image and Influence/(3).S. This media literacy course concentrates on media representations, media audiences and media effects. Film and television are studied in terms of their depiction of individuals, institutions, and issues. Key categories of exploration include race, class and gender. Case studies include representations of the family, adolescence, minorities, and school. The social and psychological consequences of media content are examined with emphasis upon child and adolescent audiences, particularly in the areas of sexuality, violence, and substance abuse. Prerequisite or corequisite: CI 5830. [Dual-listed with CI 4940.]

CI 5950. Non-fiction Film and Video/(3).F;S. Students view and analyze a variety of non-fiction films and videos in terms of both form and content. Emphasis is placed on understanding the wide range of purposes for which non-fiction programs are made, and on examining the variety of techniques used to achieve those purposes. Students also engage in some hands-on experiences attempting to capture reality on videotape as part of an effort to explore what happens to reality when it is shaped into a film or video. [Dual-listed with CI 4950.]

CI 5980. Special Topics in Elementary Education/(1-3).F;S. This course provides a flexible curriculum of reading, studying, planning, and writing. It is designed to meet the needs of individual teachers or groups of teachers for content and pedagogy generally associated with the elementary school curriculum. Prerequisite: recommendation of the graduate advisor. Students may elect to take up to a total of six semester hours.

CI 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. CI 5989 does not count toward a degree.

CI 5999. Thesis/(4).F;S. Graded on an S/U basis.

CI 6160. Field Study in Curriculum Problems/(3).On Demand. Students develop a conceptual framework based on general system theory for guiding, developing, and evaluating school curriculum improvements. Students conduct a research project analyzing the design and development of school curriculum planning with emphasis on current trends and issues in elementary school curriculum (K-9).

CI 6310. Analysis of the Teaching Process/(3).S. Examination of the teacher-pupil and pupil-pupil interaction in the classroom through study of original relevant research disciplines concerning human behavior and society. Special attention is given to the efforts of teacher approaches to children, the organization of curriculum materials and the structure of the classroom society on the accomplishment of education objectives.
MIDDLE GRADES EDUCATION

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CI 6360. Survey of Research and Implications for Curriculum and Instruction/(3). On Demand. This course emphasizes the reading and interpretation of research on designated topics within the school curriculum. Through collaboration and dialogue among class members, resulting implications for classroom instruction are determined.


CI 6500. Independent Study/(1-4). F; S.


CI 7130. Investigations into Curriculum and Instruction Problems/(3). On Demand. Investigation into curriculum and instruction problems is a course taken during the student’s public school internship. The aim of this course is to provide those who have an intense interest in curriculum and instruction with an opportunity for practical application of knowledge and skills obtained from the research core, along with an opportunity to work with faculty who are researching problems.

CI 7131. Emerging Issues in Curriculum and Instruction/(3). On Demand. Within the context of educational leadership, the purpose of this course is to provide doctoral level students with an in-depth understanding of issues, problems, and trends in curriculum and instruction at the local, state and national levels. The course is also aimed at providing students with experiences which lead to an understanding of the interdisciplinary nature of problem setting, problem solving, and policy analysis in curriculum and instruction.

CI 7132. Reflective Supervision of Curriculum and Instruction/(3). On Demand. The focus of this course is on the situation-specific application of knowledge to problems in supervision. The course has two foci. First, the practical problems of supervision as they relate to teaching and implementing the curriculum at the school system, school building, and classroom levels are targeted. The second outcome is the development of a reflective practitioner who understands and approaches supervision in a deliberative manner.

CI 7989. Doctoral Research/(1-9). F; S. This course is designed to provide access to University facilities for continuing doctoral research. Graded on an S/U basis. CI 7989 does not count toward a degree.

GRADUATE COURSES IN HEALTH EDUCATION (HED)

HED 5650. Drug Education and Prevention/(3). F; S. The primary focus of this course is to introduce the complexities of drug-related issues. The social, psychological, pharmacological, cultural, educational and political aspects of drug use, including alcohol and tobacco, are examined. In addition, the methods, materials and theories of drug abuse prevention in the school and community are discussed. [Dual-listed with HED 4650.]

HED 5710. Teaching Sex Education Within a Family Context/(3). F. This course is designed to help health educators learn and develop strategies for teaching family living and sexuality to different age groups such as elementary, middle grades, secondary and adults. Topics to be included are reproductive anatomy, physiology, STD and AIDS, varying cultural differences, and gaining community support. Each student will be responsible for developing appropriate curricular materials for the age group she or he will be teaching. (Same as HPC 5700.) [Dual-listed with HED 4710.]

HED 5730. Teaching Stress Management and Emotional Health/(3). S. This course will explore the factors associated with the development of emotional health and the management of stress as a basis for understanding the healthy personality. Emphasis will be directed towards teaching stress management and emotional health within an educational setting. Practical aspects of health education and program planning will be discussed. Students will be encouraged to deepen their commitment to affective teaching by applying the principles of self-esteem building, behavior self-management, communication, and accessing appropriate resources. [Dual-listed with HED 4730.]
Master of Music
Master of Music Education
Master of Music Therapy
The Mariam Cannon Hayes School of Music

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The Hayes School of Music offers the following graduate degree programs:

Master of Music in Music Education (Major Code: 559*/13.1312) [T], with three concentrations for those students who desire a course of study in music teaching leading to Advanced licensure:
- Band Directing (559D)[T]
- Choral Directing (559E)[T]
- General Music (559B)[T]

Master of Music in Performance (Major Code: 558*/50.0903) with the following concentrations:
- Music Composition (558Z)
- Performance Concentrations: Performance/Bassoon (558B), Performance/Cello (558C), Performance/Clarinet (558D), Performance/Euphonium (558Y), Performance/Flute (558E), Performance/French Horn (558F), Performance/Guitar (558G), Performance/Harp (558H), Performance/Oboe (558I), Performance/Organ (558K), Performance/Percussion (558L), Performance/Piano (558M), Performance/Saxophone (558N), Performance/String Bass (558O), Performance/Trombone (558P), Performance/Trumpet (558Q), Performance/Tuba (558R), Performance/Viola (558T), Performance/Violin (558U), and Performance/Voice (558V)

Master of Music Therapy (Major Code: 560A/51.2305)

Courses in the following disciplines are offered through the School of Music:
- MUS: music
- AMU: applied music

In addition, the Music programs include coursework offered by other departments as follows:
- ANT: anthropology courses (see the Anthropology department for course descriptions)
- CI: curriculum and instruction courses (see the Curriculum Specialist program for course descriptions)
- LSA: leadership in school administration courses (see the School Administration program for course descriptions)
- PSY: psychology courses (see the Psychology – General Experimental program for course descriptions)
- RES: educational research courses (see the School Administration program for course descriptions)
- SPE: special education courses (see the Special Education program for course descriptions)

The Master of Music Therapy (MMT) degree (560A/51.2305) is designed to prepare board-certified or board-eligible music therapists for advanced music therapy practice. In cooperation with their academic advisor, students select specialty areas and elective courses that will help meet their individual career objectives. Specialty areas are available in Addictions, Expressive Arts, Gerontology, Health Care, Mental Health, Special Education, and General. The General Specialty Area is for students who, in consultation with their advisor, design their own specialty area. This degree is designed to meet the standards established by the American Music Therapy Association and the National Association of Schools of Music for the Master of Music Therapy degree.

The Music Therapy Equivalency is designed for students who hold undergraduate degrees in fields other than music therapy and who wish to prepare for professional certification as a music therapist. Students who hold baccalaureate degrees in fields other than music therapy are required to complete the requirements for the Music Therapy Equivalency prior to enrolling in advanced music therapy courses. The Equivalency requirements are available from the Hayes School of Music office, located in the Broyhill Music Center.
PROGRAM OF STUDY FOR THE MASTER OF MUSIC (Composition; Performance) (Major Code: 558*/50.0903)

Concentration Codes: Music Composition (558Z); Performance concentrations: Performance/Bassoon (558B), Performance/Cello (558C), Performance/Clarinet (558D), Performance/Euphonium (558Y), Performance/Flute (558E), Performance/French Horn (558F), Performance/Guitar (558G), Performance/Harp (558H), Performance/Oboe (558I), Performance/Organ (558K), Performance/Percussion (558L), Performance/Piano (558M), Performance/Saxophone (558N), Performance/String Bass (558O), Performance/Trombone (558P), Performance/Trumpet (558Q), Performance/Tuba (558R), Performance/Viola (558T), Performance/Violin (558U), and Performance/Voice (558V)

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; successful audition before appropriate music faculty; proficiency in music theory, music history/literature, music performance, and music education.

Basic Criteria for Consideration: 3.0 cumulative undergraduate GPA, at least 400 on each of the GRE Verbal and Quantitative tests, and better than 3.0 on the GRE Writing test. OR (Undergraduate GPA x 400) + GRE Verbal + GRE Quantitative = 2000 and better than 3.0 on the GRE Writing test.

Hours: 31-33 semester hours

Location: On Campus

Required Courses:

AMU 6xxx Applied Music ................................................................. 8
MUS 5006 Philosophy of Music .................................................. 3
MUS 5007 Music Bibliography .................................................. 2
MUS 5008 Music Research ...................................................... 2
MUS 5013 History of Musical Style .......................................... 3
MUS 5018 Applied Area Literature ........................................ 3
MUS 5600 Analytical Techniques ........................................... 3

REQUIRED COURSE HOURS ........................................................................... 24

Concentration Courses: (CHOOSE ONE)

MUSIC COMPOSITION CONCENTRATION (558Z)

MUS 5100 Performance Ensemble .............................................. 2
MUS 5999 Thesis ................................................................. 2-4

PERFORMANCE CONCENTRATIONS (558B through 558Y)

MUS 5100 Performance Ensemble .............................................. 4
MUS 5998 Master of Music in Performance Recital .................... 2

CONCENTRATION HOURS ........................................................................... 4-6

Music Electives (5000 level or above) (1-3 s.h. chosen in consultation with an advisor)

MUSIC ELECTIVE HOURS ........................................................................... 1-3

TOTAL HOURS FOR MM DEGREE (minimum) ....................... 31 (Music Composition) or 31-33 (Performance Concentrations)

Thesis: Required for Composition Concentration.

Proficiency: None required

Comprehensive: Written and oral examinations will be given.

Product of Learning: None required
PROGRAM OF STUDY FOR THE MASTER OF MUSIC IN MUSIC EDUCATION (Major Code: 559*/13.1312) [T] +

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Admission Requirements: Baccalaureate degree from an accredited college or university; North Carolina “A” license or the equivalent from another state; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; proficiency in music theory, music history/literature, music performance, and music education.

Basic Criteria for Consideration: 3.0 cumulative undergraduate GPA, at least 400 on each of the GRE Verbal and Quantitative tests, and better than 3.0 on the GRE Writing test. OR (Undergraduate GPA x 400) + GRE Verbal + GRE Quantitative = 2000 and better than 3.0 on the GRE Writing test.

Hours: 36 semester hours  
Location: On Campus

Required Courses:

MUS 5006 Philosophy of Music .................................................................3
MUS 5007 Music Bibliography .................................................................2
MUS 5008 Music Research ...............................................................2
MUS 5013 History of Musical Style .......................................................3
MUS 5600 Analytical Techniques ........................................................3

Choose one of the following courses .................................................3
MUS 5525 Product of Learning (3 s.h.)
MUS 5999 Thesis (3 s.h.)

REQUIRED HOURS ............................................................................. 16

Concentration: (CHOOSE ONE)

BAND DIRECTING (559D)

MUS 5021 Instrumental Techniques ....................................................4
MUS 5024 Concert Band Literature ....................................................3
MUS 5030 Advanced Conducting .......................................................3
MUS 5035 Clinical Experience in Music ..............................................1

CHORAL DIRECTING (559E)

MUS 5020 Choral/Vocal Techniques ....................................................4
MUS 5023 Choral Masterworks ........................................................3
MUS 5030 Advanced Conducting .......................................................3
MUS 5035 Clinical Experience in Music ..............................................1

GENERAL MUSIC (559B)

MUS 5035 Clinical Experience in Music ..............................................1+1=2
MUS 5040 Current Trends and Critical Issues in Music Education ........3

Music Electives chosen in consultation with an advisor .................6

CONCENTRATION HOURS .................................................................. 11

Professional Education Requirements:

CI/SPE 5045 Advanced Topics in Diversity ......................................3
CI 5055 Connecting Learners and Subject Matter ................................3
CI/LSA 5585 Teacher Leadership and School Improvement .............3

PROFESSIONAL EDUCATION HOURS ........................................... 9

TOTAL HOURS FOR THE MM DEGREE .............................................. 36

Thesis: An optional part of Product of Learning

Proficiency: None required

Comprehensive: Written and oral examinations will be given.

Product of Learning: Required
PROGRAM OF STUDY FOR THE MASTER OF MUSIC THERAPY (MMT) (Major Code: 560A/51.2305)

Admission Requirements: Baccalaureate degree in music therapy from an accredited college or university*; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; proficiency in music theory, music history/literature, music performance, and professional music therapy competencies; submission of the Music Therapy Program questionnaire; live or taped audition.

Masters/Equivalency applicants who hold undergraduate degrees in fields other than music must successfully audition for the appropriate faculty in their principal performing area.

Basic Criteria for Consideration: 3.0 cumulative undergraduate GPA, at least 400 on each of the GRE Verbal and Quantitative tests, and better than 3.0 on the GRE Writing test. OR (Undergraduate GPA x 400) + GRE Verbal + GRE Quantitative = 2000 and better than 3.0 on the GRE Writing test.

Hours: 36 semester hours
Location: On Campus

Required Music Therapy Courses:

- MUS 5050 Supervision and Collegiate Teaching in Music Therapy ........................................... 2
- MUS 5051 Advanced Topics in Music Therapy ................................................................. 3
- MUS 5060 Guided Imagery and Music, Level I (SEE NOTE #1 BELOW) .......................... 3
- MUS 5061 Advanced Clinical Improvisation ................................................................. 3
- MUS 5200 Music Therapy Laboratory (SEE NOTE #2 BELOW) .................................. 0
- MUS 5900 Advanced Music Therapy Practicum .......................................................... 3
- Choose one of the following courses .............................................................................. 4
  - MUS 5996 Creative Project in Music Therapy (4 s.h.)
  - MUS 5999 Thesis (4 s.h.)

REQUIRED MUSIC THERAPY HOURS ........................................................................... 18

Required Research Course: (CHOOSE ONE) (SEE NOTE #3 BELOW) .............................. 3

- ANT 5410 Qualitative Research Methods (3 s.h.)
- RES 5000 Research Methods (3 s.h.)
- PSY 5020 Research Methods in Psychology (3 s.h.)

RESEARCH COURSE HOURS .................................................................................. 3

Music or Music Therapy Electives (5000 level or above) (3 s.h. required)

ELECTIVE HOURS ........................................................................................................ 3

Specialty Area Courses (5000 level or above) (12 s.h. required)
(To be selected in consultation with the MMT advisor. Specially areas are available in Addictions, Expressive Arts, Gerontology, Health Care, Mental Health, Special Education, and General. The General Specialty Area is for students who, in consultation with their advisor, design their own specialty area.)

SPECIALTY AREA HOURS .................................................................................. 12

Thesis: Optional

Proficiency: None required

Comprehensive: Written and oral examinations will be given.

Product of Learning: None required
NOTES FOR THE MASTER OF MUSIC THERAPY PROGRAM:

1. MUS 5060, Guided Imagery and Music, Level I requires participation in a 5-day intensive workshop that is conducted off-campus between academic terms and requires payment of workshop fees, in addition to tuition.

2. All students who hold the Bachelor’s degree in music therapy are required to register for and successfully complete MUS 5200, Music Therapy Laboratory each semester in which they are enrolled. Equivalency/Master’s students who have completed 5 s.h. of MUS 3900, Music Therapy Practicum are required to register for and successfully complete MUS 5200, Music Therapy Laboratory each subsequent semester in which they are enrolled.

3. Students who have not had a previous course in statistics must complete one course in statistics, in addition to the research course indicated above. (For an explanation of the course prefixes used in the following list of courses, see the index.)

The Music Therapy MMT program qualifies for Academic Common Market status, and students from the southeastern states outside of North Carolina may qualify for a reduction to in-state tuition. Currently, the Music Therapy program is open in the following states: South Carolina and Tennessee. Students should contact their home state’s ACM coordinator to request consideration. The complete list of coordinators is available on the Southern Regional Education Board website: http://www.sreb.org.

GRADUATE COURSES IN MUSIC (MUS)

MUS 5006. Philosophy of Music/(3).S. An investigation of the major philosophies of music in both historical and contemporary perspective. Particular emphasis is placed on aesthetic theory. The relationship between aesthetics of music educational methodology will be examined. Lecture three hours.

MUS 5007. Music Bibliography/(2).F. An introduction to bibliographical research in music, with emphasis on the application of theoretical concepts to practical problems of historical scholarship. Both traditional research processes and newer technologies for accessing scholarly communication are covered. Lecture two hours.

MUS 5008. Music Research/(2).S. The organization and reporting of research in music, including classroom/performance field-based data collection and analysis, is studied. Lecture format. Prerequisite: MUS 5007.

MUS 5013. History of Musical Style/(3).S. A study of the tendencies of musical style within the major periods of western music history, with emphasis placed on the development of important genres. Consideration is given to geographic location and the social, political, and general cultural history of the time. The styles of representative composers are studied and comparisons are drawn between the arts and across stylistic periods. Lecture three hours.

MUS 5018. Applied Area Literature/(3).On Demand. A comprehensive, historical survey of music for the major instrument, with a detailed study of at least one selected solo work representative of the style of each music period. Attention will also be directed to representative ensemble literature and the compilation of a discography and bibliography.

MUS 5020. Choral/Vocal Techniques/(4).SS.Alternate years. Designed for those who are preparing to become quality teachers of choral/vocal music in grades K-12. Emphasis on the technique of vocal production and its role in the development of choral ensemble performance practices. Examination of the philosophy and pedagogical concepts and techniques leading to an exemplary choral/vocal program.

MUS 5021. Instrumental Techniques/(4).SS.Alternate years. Designed for those who are preparing to become quality teachers of instrumental music in grades K-12. Emphasis on the philosophy, pedagogical concepts, and techniques leading to the development of an exemplary instrumental music program.

MUS 5022. Applied Area Pedagogy/(3).On Demand. Pedagogical techniques related to the fundamental principles in the major performance area. Emphasis will be placed on historical development, an examination and evaluation of basic concepts, a consideration of style and technique, and research into the various pedagogical approaches to functional efficiency.
MUS 5023. Choral Masterworks/(3).SS.Alternate years. A study of representative choral masterworks from the Renaissance to the present. This course is intended for the advanced choral student who has a background in choral conducting. Lecture three hours. Prerequisites: MUS 3020, MUS 3022 and MUS 4031 or equivalent.

MUS 5024. Concert Band Literature/(3).SS.Alternate years. A comprehensive study of the literature for winds and percussion. Analysis, score study, and aural recognition of representative compositions. Lecture three hours.

MUS 5030. Advanced Conducting/(3).SS.Alternate years. The critical examination of choral and instrumental scores with emphasis on score analysis, interpretative decision making, and advanced conducting technique. Lecture three hours.


MUS 5041. The Comprehensive Music Curriculum (3).SS.Alternate years. An examination of the philosophy, components, and methodologies of the comprehensive music curriculum.

MUS 5050. Supervision and Collegiate Teaching in Music Therapy/(2).On Demand. Exploration of issues in undergraduate preparation of music therapists. Prerequisite: MUS 4901, Internship in Music Therapy, or equivalent. Students must be enrolled concurrently in MUS 5200, Music Therapy Laboratory.

MUS 5051. Advanced Topics in Music Therapy/(3).On Demand. Investigation and examination of current trends, especially those related to advanced clinical practice in music therapy, including client assessment through music experiences and innovative treatment methods. Prerequisite: MUS 4901, Internship in Music Therapy, or equivalent. Students must be enrolled concurrently in MUS 5200, Music Therapy Laboratory.

MUS 5060. Guided Imagery and Music, Level I/(3).SS. Through lectures, demonstrations, and supervised experiences as guide and traveler, this introductory level training will provide participants with a basic understanding of the components of The Bonny Method of Guided Imagery and Music (GIM) process. Prerequisite: a GIM personal session. (Note: MUS 5060 requires participation in a 5-day intensive workshop that is conducted off-campus between academic terms and requires payment of workshop fees in addition to tuition.)

MUS 5061. Advanced Clinical Improvisation/(3).On Demand. Theory and practice of advanced techniques for clinical music improvisation. Prerequisite: MUS 4060, Clinical Piano Improvisation, or equivalent. Students must be enrolled concurrently in MUS 5200, Music Therapy Laboratory.

MUS 5100. Performance Ensemble/(1).F;S. Students will assume leadership roles as set forth by the ensemble director, including activities such as directing sectional rehearsals, preparing program notes and assisting with individual instruction.

MUS 5200. Music Therapy Laboratory/(0).F;S. Music improvisation-based laboratory designed to provide direct experiences as a participant in a music therapy group. Prerequisite: Bachelor's degree in Music Therapy, or 5 s.h. of MUS 3900, Music Therapy Practicum. Required of all music therapy graduate students. Graded on an S/U basis. Laboratory one hour.

MUS 5500. Independent Study in Music/(1-4).F;S.


MUS 5530-5549. Selected Topics/(1-4).On Demand. Variable content which may be repeated for credit. Topics will include special areas of music theory, music literature and music education.
MUS 5600. Analytical Techniques/(3).F. The development of techniques for analysis of music from the Baroque through the Romantic period through counterpoint, melodic structure, harmony, and form. Lecture three hours. Permission of the instructor. [Dual-listed with MUS 4600.]

MUS 5601. The Theory of Tonal Music/(3).S.Alternate years. An examination of the theoretical concepts and principles that pertain to the structure of tonal music. The significance of written, aural, and analytical skills development within the music curriculum will be addressed. [Dual-listed with MUS 4601.]

MUS 5900. Advanced Music Therapy Practicum/(1-3).On Demand. In-depth clinical experience designed to broaden clinical skills or provide opportunity for application of advanced music therapy methods. Prerequisite: MUS 4901, Internship in Music Therapy, or equivalent. Students must be enrolled concurrently in MUS 5200, Music Therapy Laboratory.

MUS 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. MUS 5989 does not count toward a degree.

MUS 5996. Creative Project in Music Therapy/(4).F;S. Execution and scholarly documentation of research based clinical project. Graded on an S/U basis.

MUS 5997. Practicum Experience/(2).On Demand. A field-oriented course involving supervised implementation of the pedagogical techniques developed during the course of study. Graded on an S/U basis.

MUS 5998. Master of Music in Performance Recital/(2).F;S. Graded on an S/U basis.

MUS 5999. Thesis/(2-4).F;S. Graded on an S/U basis.

GRADUATE COURSES IN APPLIED MUSIC (AMU)

AMU 6301-6399. Applied Music (Secondary)/(1-1).F;S. One 30-minute individual lesson and six practice hours per week. Additional fee.

AMU 6401-6499. Applied Music (Major-principal)/(2-4).F;S. Two 30-minute individual lessons or equivalent in individual and/or class lessons and six practice hours per week for each semester hour credit. Additional fee.
Graduate Minor in Philosophy
Graduate Minor in Religious Studies
Department of Philosophy and Religion
College of Arts and Sciences

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The Department of Philosophy and Religion offers graduate minors in Philosophy (104/38.0101) and in Religious Studies (105/38.0201), and the following courses, which are used to complement other graduate degree programs.

Courses in the following disciplines are offered through the Department of Philosophy and Religion:

PHL: philosophy courses
REL: religious studies courses

PROGRAM OF STUDY FOR THE GRADUATE MINOR IN PHILOSOPHY (104/38.0101)
A graduate (M.A.) minor in Philosophy consists of 8-12 semester hours of approved course work in Philosophy (PHL), except PHL 5989. Courses should be selected with the advice and approval of a graduate advisor.

PROGRAM OF STUDY FOR THE GRADUATE MINOR IN RELIGIOUS STUDIES (105/38.0201)
A graduate (M.A.) minor in Religious Studies consists of 8-12 semester hours of approved course work in Religious Studies (REL), except REL 5989. Courses should be selected with the advice and approval of a graduate advisor.

GRADUATE COURSES IN PHILOSOPHY (PHL)

PHL 5500. Independent Study/(1-3).F;S.

PHL 5530-5549. Selected Topics/(1-4).On Demand.

PHL 5649. Seminar/(3).F;S. An intensive study of special problems, topics, or issues related to the study of philosophy. The subject matter of this course will vary and barring duplication of subject matter, a student may repeat the course for credit. Prerequisite: one course in philosophy or consent of the instructor. [Dual-listed with PHL 4549.]

PHL 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. PHL 5989 does not count toward a degree.

GRADUATE COURSES IN RELIGIOUS STUDIES (REL)

REL 5400. Religion in Appalachia/(3).S. An examination of the origins, history, contemporary practices, and beliefs of the people of the Southern Appalachia region. Attention will be given to religion within the formal structure of the church, within the social structures of mountain life and as a component of individual identity.

REL 5500. Independent Study/(1-3).F;S.

REL 5530-5549. Selected Topics/(1-4).On Demand.

REL 5649. Seminar/(3).F;S. An intensive study of special problems, topics, or issues related to the study of religion. The subject matter of this course will vary and barring duplication of subject matter, a student may repeat the course for credit. Prerequisite: one course in religious studies or consent of the instructor.

REL 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. REL 5989 does not count toward a degree.
Master of Science in Engineering Physics
Graduate Minor in Physics
Department of Physics and Astronomy
College of Arts and Sciences

Anthony G. Calamai, Chair and Professor
Ph.D., North Carolina State University
CalamaiAG@appstate.edu

J. Sidney Clements, Program Director and Professor
Ph.D., Florida State University
ClementsJS@appstate.edu

The Department of Physics and Astronomy offers the following graduate programs:

- Master of Science degree in Engineering Physics (113\*/40.0801) with two concentrations:
  - Systems and Laboratory Automation (113B)
  - Professional Science Master’s in Instrumentation and Automation (113C)
- Minor in Physics (272/40.0801)

The MS program is designed to prepare individuals for technical careers in industrial, governmental, and independent laboratories as well as for teaching positions at the community college level. It may also serve as an intermediate step for those who later elect to pursue more advanced study in applied physics, engineering physics, engineering, or a related area.

Graduate students will choose a research area of Applied Physics, Electronics Instrumentation or Astronomical Instrumentation and Observations.

The concentration in Systems and Laboratory Automation is a more traditional MS program that contains thesis and non-thesis options. The other concentration, the Professional Science Master’s in Instrumentation and Automation, is a professional science master’s program as described by the A. P. Sloan Foundation. In addition to 25-26 semester hours of required physics courses, the PSM concentration includes a required core of business and communications courses (12 semester hours). The PSM concentration does not have a thesis option, but requires a three semester hour internship.

Courses in the following disciplines are offered through the Department of Physics and Astronomy:
- PHY: physics courses

**PROGRAM OF STUDY FOR THE MINOR IN PHYSICS (272/40.0801)**
A graduate minor in Physics consists of 8-12 semester hours selected from PHY offerings numbered 5000 and above, except PHY 5989.
**PHYSICS**

**270**

**PROGRAM OF STUDY FOR THE MASTER OF SCIENCE IN ENGINEERING PHYSICS WITH A CONCENTRATION IN SYSTEMS AND LABORATORY AUTOMATION** (Major Code: 113*/40.0801; Concentration Code: 113B)

**Admission Requirements:** Baccalaureate degree in physics, astronomy or any science or related area such as mathematics, computer science or engineering from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended.

**Basic Criteria for Consideration:** \((\text{Undergraduate GPA} \times 400) + \text{GRE Verbal} + \text{GRE Quantitative} = 2000\)

**Hours:** 30 semester hours with thesis, 36 without thesis  
**Location:** On Campus

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 5002</td>
<td>Applied Physics Literature</td>
<td>1</td>
</tr>
<tr>
<td>PHY 5010</td>
<td>Applied Physics Colloquium</td>
<td>1</td>
</tr>
<tr>
<td>PHY 5430</td>
<td>Digital Systems</td>
<td>4</td>
</tr>
<tr>
<td>PHY 5435</td>
<td>Laboratory Automation</td>
<td>4</td>
</tr>
<tr>
<td>PHY 5510</td>
<td>Physics of Transducers</td>
<td>4</td>
</tr>
<tr>
<td>PHY 5550</td>
<td>Directed Research in Applied Physics</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**REQUIRED HOURS.** ................................................................. 15-17

**Thesis Options (CHOOSE ONE):**

**THESIS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>PHY 5999</td>
<td>Thesis</td>
<td>6</td>
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<tr>
<td>Electives</td>
<td>(5000 level or above)</td>
<td>3</td>
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**THESIS OPTION HOURS** ................................................................. 13-15

**NON-THESIS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Electives</td>
<td>(5000 level or above)</td>
<td>12</td>
</tr>
</tbody>
</table>

**NON-THESIS OPTION HOURS** ................................................................. 19-21

**TOTAL HOURS FOR THE MS DEGREE** ............................................. 30 (with thesis)  
**or** 36 (without thesis)

**Thesis:** Optional  
**Proficiency:** None required  
**Comprehensive:** A written comprehensive examination is required for the non-thesis option. An oral defense of the thesis is required for the thesis option (satisfies the comprehensive requirement).  
**Product of Learning:** None required
PROGRAM OF STUDY FOR THE MASTER OF SCIENCE IN ENGINEERING PHYSICS WITH A CONCENTRATION IN INSTRUMENTATION AND AUTOMATION (Major Code: 113*/40.0801; Concentration Code: 113C)

Admission Requirements: Baccalaureate degree in physics, astronomy or any science or related area such as mathematics, computer science or engineering from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: (Undergraduate GPA X 400) + GRE Verbal + GRE Quantitative = 2000

Hours: 37-38 semester hours Location: On Campus

Required Courses:
- PHY 5002 Applied Physics Literature ......................................................... 1
- PHY 5010 Applied Physics Colloquium ....................................................... 1
- PHY 5020 Computational Methods in Physics and Engineering .............. 3
- PHY 5330 Digital Electronics .................................................................... 3
- PHY 5510 Physics of Transducers ............................................................. 4
- PHY 5635 Advanced Microprocessor Interfacing and Robotics ............... 4
- PHY 5735 Microcontrollers .................................................................. 3
- PHY 5900 Internship .............................................................................. 3

Choose one of the following courses ........................................................... 3-4
- PHY 5435 Laboratory Automation (4 s.h.)
- PHY 5520 Data Transmission and Signal Processing (3 s.h.)

REQUIRED HOURS. ............................................................................. 25 or 26

Professional Core:
- Three courses from the College of Business chosen in consultation with the PSM advisor ........... 9
- One course from the Department of English on Professional Writing ......................... 3

THESIS OPTION HOURS ..................................................................... 12

TOTAL HOURS FOR THE MS DEGREE WITH PSM CONCENTRATION .......... 37 or 38

Thesis: Optional
Proficiency: None required
Comprehensive: The internship project report satisfies the comprehensive requirement for students in the PSM concentration.
Product of Learning: None required

GRADUATE COURSES IN PHYSICS (PHY)

PHY 5002. Applied Physics Literature/(1).F. An introduction to technical and research journals in the areas of physics, electronics and astronomy. Methods and references for use in literature searches, including computer methods, and the preparation of technical papers will be examined. To be taken fall term of first year.

PHY 5010. Applied Physics Colloquium/(1).F;S. Presentation of one research topic is required of all graduate students. Credit is earned during the semester in which the presentation is made. All graduate students are expected to attend all departmental and other designated colloquia.

PHY 5020. Computational Methods in Physics and Engineering/(3).F. A course designed to introduce the student to modern techniques and algorithms in computational physics, involving solutions of real physical systems using techniques from interpolation, optimization, non-linear least squares, the numerical integration of ordinary and partial differential equations, Monte Carlo methods, Fourier analysis and stability analysis. Applications of these techniques will be selected from the areas of mechanics, optics, modern physics, astrophysics, engineering, signal processing, and electromagnetism. Graduate
PHY 5330. Digital Electronics/(3).F. This course provides an introduction to digital electronics, with an emphasis on the study of components that are building blocks for digital devices and equipment, especially microcomputers. Emphasis will be placed on the design of combinatorial, sequential, and state machine (ASM) circuits, including simplification by Boolean algebra, Karnaugh maps, and computer-aided tools. Hardware description languages will be used to implement designs on programmable logic devices (PLD). Topics to be covered include: number systems, Boolean algebra, logic families, gates, flip-flops, medium scale integration devices, combinatorial and sequential circuits, ASM, PLD, arithmetic logic units, memory, input-output, D/A, A/D, and a generic CPU. The industry-oriented, hands-on labs involve circuit construction, testing and trouble-shooting using modern test equipment. Lecture two hours, laboratory three hours. [Dual-listed with PHY 4330.]

PHY 5430. Digital Systems/(4).F. Design and implementation of digital systems. This applications-oriented course covers designing digital systems and using hardware description languages such as VHDL to implement them with complex programmable logic devices (CPLD) or field programmable gate arrays (FPGA). Topics covered include CPLD and FPGA architectures, real-world digital design difficulties (timing, noise, etc.), the design and implementation of combinatorial, sequential, and SSI / MSI / LSI circuits, algorithmic state machines, and simple CPUs. Lecture three hours, laboratory three hours. Prerequisite: PHY 4330 or PHY 5330 or the equivalent.

PHY 5435. Laboratory Automation/(4).S. A rigorous applications-oriented course designed to foster an in-depth understanding of both the hardware and software aspects of laboratory automation. The IBM-PC is used to control laboratory instruments, collect and analyze data, and plot results. Topics covered include the use of data acquisition and control cards, RS232-C and IEEE-488 interfacing, coordinated data collection and control and the use of assembly language to increase speed. State-of-the-art data acquisition languages are used extensively in the laboratory. Lecture three hours, laboratory three hours. Prerequisite: PHY 5430 or equivalent.

PHY 5440. Modern Instrumentation Design/(4).On Demand. A study of the role of microprocessors and microcontrollers in modern instrumentation. Students will utilize hardware/software real time development systems in the design and construction of basic instruments. Lecture three hours, laboratory three hours.

PHY 5500. Independent Study/(1-4).F;S.

PHY 5510. Physics of Transducers/(4).On Demand. A study of various transducers commonly employed in instrumentation. Topics include piezoelectric, photoelectric, thermoelectric and electro-optical transducers. Use of transducers for the measurement of pressure, temperature, light intensity, electrical conductivity, radiation level, and acceleration are discussed. Lecture three hours, laboratory three hours. Prerequisites: PHY 5640, PHY 5430 or equivalent.

PHY 5520. Data Transmission and Signal Processing/(3).F. A study of local area networks, broad band and base band transmission, optical fiber transmission, analog signal analysis and filtering, and discrete signal processing. Lecture two hours, laboratory three hours. Prerequisites: PHY 5620, PHY 5440 or equivalent.


PHY 5550. Directed Research in Applied Physics/(1-3).F;S. An original research project will be chosen, formulated and executed by the student under the guidance of a faculty member. Upon completion of the project, a final report will be written in the style and format of a research article.

PHY 5620. Optics/(4).S. A study of classical and modern optical phenomena including geometrical, Fresnel and Fourier optics, lasers, fiber optics and optoelectronic devices. Lecture three hours, laboratory three hours. Prerequisite: MAT 3130. Corequisite: PHY 3020. [Dual-listed with PHY 4620.]

PHY 5635. Advanced Microprocessor Interfacing and Robotics/(4).S. A study of the architecture, programming, and interfacing of Intel microprocessors and microcomputers. Topics to be covered include: Intel microprocessor architectures, support chips, decoding memory and I/O, microcomputer architecture and interfacing, microcomputer busses (such as PCI, PCI-X, USB, Firewire, wireless), digital I/O, D/A, A/D, and robotics. Most labs will involve interfacing microcomputers to an assortment of transducers such as switches, sensors, LEDs, 7-segment displays, solid state relays, stepper motor, five-axis robotic arm, etc. Assembly language, high-level language, and/or commercial software (e.g., Lab
View) will be used in lab. Lecture three hours, laboratory three hours. Prerequisite: PHY 4330 or PHY 5330. [Dual-listed with PHY 4635.]

**PHY 5640. Quantum Mechanics/(3).S.** A study of the Schroedinger equation and its solutions for various common potentials. Prerequisites: PHY 3010, PHY 3210, and MAT 3130. [Dual-listed with PHY 4640.]

**PHY 5730. Analog Systems/(3).F.** The theory and operation of DC and AC circuits with discrete passive and active components. Included are resistors, capacitors, inductors, diodes, bipolar transistors, field effect transistors, and operational amplifiers. An in-depth analysis of circuit theorems, phasors, differential equations, and simulations predicting the behavior of systems of analog devices will be explored in lecture and laboratory. The use and limitations of common electronics instrumentation such as multimeters, oscilloscopes, function generators, modulators/demodulators, lock-in amplifiers, and phase detection will also be explored. Lecture two hours, laboratory three hours. [Dual-listed with PHY 4730.]

**PHY 5735. Microcontrollers/(3).S.** An in-depth study of the architecture, programming and interfacing of microcontrollers. Topics to be covered include: introduction to microcontrollers, architectures, internal hardware (such as timers, serial ports, A/Ds, D/As, I2C), instruction sets, assembly language programming, interrupt-driven code, and interfacing. Both stand-alone microcontrollers and single board computers will be used in lab. Most labs will involve interfacing microcontrollers to devices such as switches, LEDs, keypads, 7-segment displays, LCD displays, motors, sensors, etc. Microcontroller simulators and in-circuit-emulators (ICE) will be used for debugging. Lecture two hours, laboratory three hours. Prerequisite: PHY 4330 or PHY 5330 or the equivalent. [Dual-listed with PHY 4735.]

**PHY 5820. Medical Physics/(3).F.** A study of the application of the basic principles of physics to a selection of medical topics involving human body characteristics and functions and to instrumentation used to diagnose and treat illness and injury. Lecture three hours. Prerequisite: PHY 1104 or PHY 1151. [Dual-listed with PHY 4820.]

**PHY 5900. Internship/(3-12).F;S.** Supervised work in applied physics in an industrial or other laboratory setting. Students must obtain approval of the departmental internship coordinator prior to enrolling. Graded on an S/U basis.

**PHY 5989. Graduate Research/(1-9).F;S.** This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. PHY 5989 does not count toward a degree.

**PHY 5999. Thesis/(3-6).F;S.** Course may be repeated for a total of 6 semester hours. Graded on an S/U basis.
Master of Arts in Political Science
Department of Political Science/Criminal Justice
College of Arts and Sciences

Brian Ellison, Chair and Professor
Ph.D., Colorado State University
EllisonBA@appstate.edu

Phillip J. Ardoin, Program Director and Assistant Professor
Ph.D., Louisiana State University
ArdoinPJ@appstate.edu

The Department of Political Science/Criminal Justice offers the Master of Arts in Political Science (Major Code: 267*/45.1001), with three concentrations:
- American Government (267C)
- International Relations/Comparative Politics (267E)
- Justice Studies (267D)

The Department of Political Science/Criminal Justice also offers programs in Criminal Justice (MS) and Public Administration (MPA), described under those headings in this bulletin. Graduate programs in Political Science/Criminal Justice are supervised by the departmental chair, the individual graduate program directors, and the graduate committee.

Courses in the following disciplines are offered by the Department of Political Science/Criminal Justice:
- PA: public administration courses (see the Public Administration program for course descriptions)
- PS: political science courses
- CJ: criminal justice courses (see the Criminal Justice program for course descriptions)

The Department of Political Science/Criminal Justice prepares students for professional and academic careers. The political science program is designed to prepare persons for careers in a variety of public and private settings, and to prepare students for further graduate work at the doctoral level.

Students choosing the American government concentration (267C) will prepare for careers, or further study, in fields related to politics in either the national, state, or local levels of government.

The International Relations/Comparative Politics concentration promotes student understanding of world politics and U.S. interactions with other nations. It prepares students for job opportunities in government, non-government organizations, multinational corporations and a career in academia if students choose to pursue a Ph.D.

The Justice Studies concentration is designed to allow students to prepare for careers, or further study, in fields related to the criminal justice system. This concentration may be particularly attractive to individuals who plan to attend law school, or to those who seek a Master’s degree to qualify for certain positions in criminal justice.
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN POLITICAL SCIENCE (Major Code: 267*/45.1001)

Admission Requirements: Baccalaureate degree with a major or minor in Political Science, Criminal Justice or a related field from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general test scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: (Undergraduate GPA X 400) + GRE Verbal + GRE Quantitative = 2000.

Hours: 30 semester hours with thesis; 36 semester hours without.

Required Research Course: (6 s.h.)
PS/CJ 5000 Research Methods ................................................................. 3

RESEARCH HOURS ............................................................................. 3

Concentration Courses: (CHOOSE ONE) (12 s.h. required)

AMERICAN GOVERNMENT (267C)
PS 5050 Seminar in American Government and Politics .......................... 3
Select 9 s.h. from the following in consultation with the MA Advisor ................................................................. 9
  CJ 5150 The American Justice System and Social Justice (3 s.h.)
  CJ/CJ 5180 Public Policy Analysis and Program Evaluation (3 s.h.)
  PS 5010 Seminar in Political Philosophy (3 s.h.)
  PS 5100 Seminar in Congressional Politics (3 s.h.)
  PS 5110 Campaigns and Elections (3 s.h.)
  PS 5130 Appalachian Political Perspectives (3 s.h.)
  PS 5135 Readings and Research in American Politics (3 s.h.)
  PS 5145 American Political Parties and Interest Groups (3 s.h.)
  PS 5330 Problems in State and Local Government (3 s.h.)
  PS 5530-5549 Selected Topics (1-4 s.h.)
  PS 5710 American Political Thought (3 s.h.)

INTERNATIONAL RELATIONS/COMPARATIVE POLITICS (267E)
PS 5020 Pro-Seminar in International Relations ........................................ 3
PS 5040 Pro-Seminar in Comparative Politics ........................................... 3
select 6 s.h. from the following in consultation with the MA Advisor ................................................................. 6
  PS 5010 Seminar in Political Philosophy (3 s.h.)
  PS 5120 Readings and Research in International Relations (3 s.h.)
  PS 5125 Readings and Research in Comparative Politics (3 s.h.)
  PS 5530-5549 Selected Topics (1-4 s.h.)
  PS 5721 Human Rights (3 s.h.)
  PS 5722 U.S. Foreign Policy (3 s.h.)
  PS 5741 European Governments and Politics (3 s.h.)
  PS 5743 The European Union (3 s.h.)
  PS 5744 Middle East Politics (3 s.h.)
  PS 5745 African Politics (3 s.h.)
  PS 5748 Latin American Politics (3 s.h.)

JUSTICE STUDIES (267D)
PS/CJ 5050 Seminar in Public Law and Judicial Behavior .......................... 3
Select 9 s.h. from the following in consultation with the MA Advisor ................................................................. 9
  CJ 5060 Administration of Justice (3 s.h.)
  CJ 5150 The American Justice System and Social Justice (3 s.h.)
  CJ/CJ 5180 Public Policy Analysis and Program Evaluation (3 s.h.)
  CJ 5625 Seminar in Police and Society (3 s.h.)
  CJ 5660 Crime, Theory and Policy (3 s.h.)
  CJ 5670 Crime Analysis and Criminal Justice Planning (3 s.h.)

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POLITICAL SCIENCE

PS/CJ 5530-5549 Selected Topics (1-4 s.h.)
PS/CJ 5550 Law and Society (3 s.h.)
PS/CJ 5661 Court Administration (3 s.h.)
PS/CJ 5680 Organized Crime (3 s.h.)

CONCENTRATION HOURS ........................................................................................................ 12

Thesis Options (CHOOSE ONE):

WITH THESIS

PS 5998 Thesis Preparation ........................................................................................................ 3
PS 5999 Thesis .......................................................................................................................... 3
electives (selected in consultation with the MA Advisor) ......................................................... 9

THESIS HOURS ....................................................................................................................... 15

WITHOUT THESIS

Select one of the following: ....................................................................................................... 3
PS 5800 Directed Research (3 s.h.)
PS 5900 Internship in Public Affairs (3 s.h.)
electives (selected in consultation with the MA Advisor) ......................................................... 18

NON-THESIS HOURS ............................................................................................................... 21

TOTAL HOURS FOR MA DEGREE (minimum) .......... 30 (with thesis) or 36(without thesis)

Thesis: Optional
Proficiency: Students must demonstrate a proficiency in reading a foreign language or quantitative analysis as a research tool. The department may determine the proficiency required.
Comprehensive: During the final semester of course work, candidates must pass a written comprehensive examination.
Product of Learning: None required

COURSEWORK IN POLITICAL SCIENCE (PS)

PS 5000. Research Methods/(3).F. The goal of this course is the development of the analytical abilities of the student. The foundations of inquiry, the various approaches to the study of social phenomena, and several analytical techniques are presented, discussed, and practiced. Prerequisite: an undergraduate statistics course. (Same as CJ 5000.)

PS 5010. Seminar in Political Philosophy/(3).S. Alternate years. The seminar will provide an overview and critique of the literature in the field of political philosophy from the Enlightenment to the present.

PS 5020. Pro-Seminar in International Relations/(3).S. Alternate years. The seminar will provide an overview and critique of the literature in the field on international relations.

PS 5030. Seminar in American Government and Politics/(3).F. Special investigation of selected topics in American government and politics. Topics will vary from year to year. Barring duplication of content, a student may repeat the course for a total of six credit hours.

PS 5040. Pro-Seminar in Comparative Politics/(3).S. Alternate years. The seminar will provide an overview and critique of the literature in the field of comparative politics.

PS 5050. Seminar in Public Law and Judicial Behavior/ (3).S. Alternate years. An examination of the multiple roles of law and the judicial system in the formulation and execution of public policy, to include the role of the judiciary in politics and government with emphasis on variables affecting judicial decision making. (Same as CJ 5050.)

PS 5070. Seminar in Media and Politics/(3).On Demand. An examination of the large role played by the media in American and international politics. An examination of the large role played by the media in elections, state and local
government, the judicial branch, Congress, the presidency, international affairs, and the individual political socialization process.

PS 5100. Seminar in Congressional Politics/(3). F. Alternate years. Designed as an introduction to the major research on the U.S. Congress, students will critically examine theories of representation, congressional decision-making, the role of various institutional structures, and inter-branch relations. Topics will vary from year to year. Barring duplication of content, a student may repeat the course for a total of six credit hours.

PS 5110. Campaigns and Elections/(3). S. Alternate years. An examination of the theoretical approaches used to study American campaigns and elections. The course will examine research on public opinion, voting behavior, campaign strategies, turnout, and electoral outcomes at the local, state and national levels of government.

PS 5120. Readings and Research in International Relations/(3). On Demand. The course explores the problems and issues confronting international politics, new theoretical perspectives, and trends in the field of international relations. Topics may vary from semester to semester.

PS 5125. Readings and Research in Comparative Politics/(3). On Demand. The course explores the problems and issues in various political systems, new theoretical perspectives of studying politics, and trends in the field of comparative politics. Topics may vary from semester to semester.

PS 5130. Appalachian Political Perspectives/(3). F. Alternate odd-numbered years. An examination of the political process in the Appalachian region. The fundamental political problems, the interrelationships of Appalachia and its people with the larger American political system, political culture, and economy.

PS 5135. Readings and Research in American Politics/(3). On Demand. This course examines research and contemporary issues regarding the American electoral process and the key institutions of American National Government. Topics will vary from year to year. Barring duplication of content, a student may repeat the course for a total of six credit hours.

PS 5145. American Political Parties and Interest Groups/(3). S. Alternate years. An examination of the history, formation, and maintenance of American political parties and interest groups. Existing literature and the theoretical importance of these intermediaries in the political process will be evaluated. The roles of parties and interest groups as organizations, the roles they play in electoral politics, how they mobilize voters, and their roles in government will be examined.

PS 5330. Problems in State and Local Government/(3). S. Research on selected topics in American state and local government. The topics may vary from year to year.

PS 5500. Independent Study/(1-3). F; S.

PS 5530-5549. Selected Topics/(1-4). On Demand.

PS 5550. Law and Society/(3). S. An examination of the relationship between the values and culture of a society and the laws which it adopts; how law interacts with and responds to change in social values as seen by the courts through selected cases. (Same as CJ 5550.) [Dual-listed with PS 4550.]

PS 5640. Studies in Regional Political Patterns/(1-3). On Demand. An examination of selected regions of the world which have common historical and cultural patterns influencing their political styles and capabilities. Topics may vary from semester to semester. [Dual-listed with PS 4640.]

PS 5661. Court Administration/(3). On Demand. This course is designed to familiarize students with the need for, and approaches to, more effective management of federal and state courts. Topics include court reform, court unification, caseload management, alternative dispute resolution, personnel management and training, and audio-visual applications in the courts, among others. (Same as CJ 5661.) [Dual-listed with PS 4661.]

PS 5670. Advanced Environmental Politics/(3). S. This course examines the role that politics and government play in dealing with environmental issues. Its focus is primarily on the U.S. approach to environmental protection, but some attention will be devoted to international environmental
relationships such as the Kyoto Protocol. The course will cover the history of environmental policy, the legal and institutional arrangements for environmental protection, major environmental controversies and global environmental concerns.

PS 5680. Organized Crime/(3).F.Alternate years. This course will provide an examination and analysis of views on the phenomena of organized crime and efforts to control it. Attention will be paid to criminal organizations in the United States, their beginnings in other cultural and ethnic backgrounds and their relations with criminal organizations around the world. In today’s world, criminal organizations in other countries and their activities have a major impact on crime in the United States. Therefore, a comparative approach to the subject must be used. (Same as CJ 5680). [Dual-listed with PS 4680.]

PS 5710. American Political Thought/(3).On Demand. A survey of the diverse political ideas represented in the American state from the colonial period to the present. Special emphasis is given to the political problems that emerge with the process of industrialization and the movement into a postindustrial economy. [Dual-listed with PS 4710.]

PS 5721. Human Rights/(3).On Demand. The course surveys the major literature in the field of international human rights. It investigates the questions of ethics, morality and the practice of human rights globally and attempts to address why the issue of international human rights has come to the fore in international politics. [Dual-listed with PS 4721.]

PS 5722. U.S. Foreign Policy/(3).F.Alternate years. Investigates U.S. foreign policy from differing perspectives, focusing in on the historical record and contemporary issues. [Dual-listed with PS 4722.]

PS 5723. International Political Economy/(3). F.Alternate years. An examination of the relationship between political and economic activity, the way actors use one to manipulate the other, and the normative choices involved in doing so. Prerequisite: permission of the instructor. [Dual-listed with PS 4723.]

PS 5741. European Governments and Politics/(3).S. Alternate years. An examination of patterns of governmental organization and socioeconomic policy outcomes in the democracies of Europe as a basis for comparative analysis. Major issues confronting the democracies will be studies for possible options and comparisons of policy. [Dual-listed with PS 4741.]

PS 5742. Politics of Developing Nations/(3).F.Alternate years. Focuses on the efforts of a majority of the world’s governments to meet the twin challenges of participatory politics and of the Global market economy. [Dual-listed with PS 4742.]

PS 5743. The European Union/(3).S.Alternate years. The emergence of the European Union is one of the major events in European history. The course explores the genesis and evolution of the idea of European integration and chronicles its organizational development in the post WWII era. Emphasis is placed on the politics of integration and the emergence of the Union as a major participant in world events. [Dual-listed with PS 4743.]

PS 5744. Middle East Politics/(3).S. An examination of the political, cultural, economic and social patterns of the Middle East. [Dual-listed with PS 4744.]

PS 5745. African Politics/(3).On Demand. The course begins with the historical context of African politics. Then, it explores the problems of governance following independence and discusses the contemporary debate between two contending schools of thought in African politics and development: Afro-optimism and Afro-pessimism. It examines Africa’s relations with developing and developed countries as well. [Dual-listed with PS 4745.]

PS 5748. Latin American Politics/(3).S.Alternate years. Examines Latin American politics in detail covering historical context, political actors, and current issues in Latin America. [Dual-listed with PS 4748.]

PS 5800. Directed Research/(3).On Demand. Directed research on a topic selected by the student in consultation with the instructor. Student is expected to write a major research paper on this topic. May not be repeated for credit. Prerequisite: PS 5000/CJ 5000.
PS 5850. Social Science Seminar/(3). On Demand. A review and evaluation of the literature of the individual social science disciplines, as well as social science in general, emphasizing contemporary contexts, philosophical underpinnings, theoretical concerns, and methodological convergence. Prerequisite: twelve semester hours of graduate work. (Same as CJ 5850/GHY 5850/HIS 5850/SOC 5850.)

PS 5900. Internship in Public Affairs/(3-9). F; S. Field work in government, community, professional offices and agencies and involvement in problem solving in these offices and agencies. Graded on an S/U basis.

PS 5989. Graduate Research/(1-9). F; S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. PS 5989 does not count toward a degree.

PS 5998. Thesis Preparation/(3). F; S. The purpose of this course is to offer the student who chooses to write a thesis the opportunity to initiate a literature search, review research strategies, develop hypotheses for testing, and prepare a thesis proposal for review by the thesis committee. Graded on an S/U basis. (PS 5998 is a prerequisite to PS 5999.)

PS 5999. Thesis/(3). F; S. Graded on an S/U basis. Prerequisite: PS 5998
The Department of Psychology offers the following graduate programs:

- Master of Arts in Clinical Health Psychology (Major Code: 115A/42.0201)
- Master of Arts in Industrial-Organizational Psychology and Human Resource Management
- Master of Arts in Psychology, General Experimental (Major Code: 226A/42.0101)
- Master of Arts/Specialist in School Psychology (Major Code: 125A/42.1701) [T]
- Graduate minor in Psychology (276/42.0101)

Courses in the following disciplines are offered through the Department of Psychology:

PSY: psychology

In addition, the School Psychology program includes coursework offered by other departments as follows:

- HPC: human development and counseling courses (see the Community Counseling program for course descriptions)
- MGT: management courses (see the Management Department for course descriptions)
- RE: reading education courses (see the Reading Education program for course descriptions)

Students enrolled in all programs are required to complete a 12-hour core sequence of courses in general psychology and research methods, earn a passing score on a comprehensive exam, and score above the 60th percentile on the GRE Psychology Subject Test or Academic Concentration Achievement Test (ACAT) prior to graduation.

Clinical Health Psychology: The purpose of the Master of Arts in Clinical Psychology (115A/42.0201) is to prepare the student to function competently in a variety of applied psychological, medical or integrative health care settings, and develop skills applicable to evidence-based clinical practice. Through a program of course work and a strong experiential learning requirement (including practica and an internship), students develop multiple applied competencies, including diagnostic interviewing, cognitive and personality assessment, psychotherapy skills, behavioral medicine assessment, treatment, and prevention interventions, as well as research training. Using a scientist-practitioner model, graduates are prepared for professional practice with eligibility for licensure as Licensed Psychological Associates in NC and also prepared to pursue doctoral training. The Master of Arts in Clinical Health Psychology consists of 57 semester hours of graduate study including a required internship and an optional thesis.
Graduates from the Clinical Health Psychology programs are eligible to apply for licensure as a Psychological Associate in North Carolina. Students enrolled in all programs are required to complete a 12-hour core sequence of courses in general psychology and research methods, earn a passing score on a comprehensive exam, and score above the 60th percentile on the GRE Psychology Subject Test or Academic Concentration Achievement Test (ACAT) prior to graduation.

**Industrial-Organizational Psychology and Human Resource Management:** The Department of Psychology participates jointly with the Department of Management to offer an interdisciplinary Master of Arts degree in Industrial/Organizational Psychology & Human Resource Management (258A/42.0901). This interdisciplinary M.A. degree is designed to equip students with advanced specialized training in human resource management. Students will have the opportunity to develop knowledge of theories, methods, and research findings and to acquire skills in applying this knowledge to organizational activities such as employee recruitment, selection, motivation, training and development, and performance appraisal. The program consists of 48 semester hours that include required course work in both the Psychology Department and the Management Department. Either an internship or a thesis is required.

**Psychology, General Experimental:** The primary purpose of the Master of Arts in Psychology, General Experimental (226A/42.0101) is to provide a sound program of intensive course work and independent research beyond the bachelor's degree. The General Experimental program is based on a mentoring model with student-faculty academic and research relationships as a central component. Upon completion of this program, the student is prepared to pursue various scientific and applied activities. Most students choose to pursue doctoral work at other institutions. The Master of Arts in Psychology, General Experimental (226A/42.0101) consists of 33 semester hours including a thesis.

**School Psychology:** The School Psychology program is fully accredited by NCATE/NASP and by the NC Department of Public Instruction. The program is multidisciplinary and is designed to prepare graduates who are able to use their knowledge in the areas of psychology, education, and counseling to address the needs of children and adolescents in schools. Students are trained to provide comprehensive school psychological services, including psychoeducational assessment and intervention planning, consultation and problem solving, in-service education, individual and group counseling, program development and evaluation, and applied research. For students who enter with the bachelor's degree, the program requires three years of full-time study leading to a Master of Arts degree in School Psychology (125A/42.1701)[T] and a Specialist in School Psychology (SSP) degree (125A/42.1701)[T]. The program consists of 72 semester hours, including a year-long, full-time internship in a public school setting and completion of the national certification exam.

Upon completion of the requirements, the student will be awarded a Master of Arts degree in School Psychology (125A/42.1701)[T] and a Specialist in School Psychology (SSP) degree (125A/42.1701)[T] and will be eligible for licensure as a Level II School Psychologist in North Carolina.

The Clinical Health Psychology and I/O Psychology MA programs qualify for Academic Common Market status, and students from the southeastern states outside of North Carolina may qualify for a reduction to in-state tuition. Currently, the Clinical Health Psychology program is open in the following states: Delaware, Florida, Georgia, Tennessee, and West Virginia. The I/O Psychology program is open in the following states: Delaware, Maryland, and West Virginia. Students should contact their home state’s ACM coordinator to request consideration. The complete list of coordinators is available on the Southern Regional Education Board website: http://www.sreb.org.

**PROGRAM OF STUDY FOR THE GRADUATE MINOR IN PSYCHOLOGY (276/42.0101)**

A graduate minor in Psychology consists of 9-12 semester hours of PSY courses, including PSY 5655, Advanced General Psychology, with the remaining courses to be planned in consultation with an adviser in the Department of Psychology. Therapy, assessment, and practicum courses, and PSY 5989 may not be included in the minor.
PSYCHOLOGY

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PROGRAM OF STUDY FOR THE MASTER OF ARTS IN CLINICAL HEALTH PSYCHOLOGY (Major Code: 115A/42.0201)

Admission Requirements: Baccalaureate degree in from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; completion of approved courses (or demonstrated competence in the subject matter) in General Psychology, Research Methods (including statistics), and Psychological Tests and Measurements; statement not exceeding two pages describing the applicant’s academic and professional goals. Applicants should describe their research interests and identify a potential mentor from the General Experimental faculty. Applicants who make the first cut will be invited for an interview.

Basic Criteria for Consideration: (Undergraduate GPA X 400) + GRE-V + GRE-Q = 2100.

Hours: 57 semester hours

General Psychology Core - Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5020</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5150</td>
<td>Pro-Seminar I: Learning and Cognition</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5250</td>
<td>Pro-Seminar III: Biopsychology &amp; Developmental Psychology</td>
<td>3</td>
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GENERAL PSYCHOLOGY HOURS: 9

Clinical Health Psychology Core:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSY 5552</td>
<td>Diagnosis and Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5700</td>
<td>Cognitive Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5701</td>
<td>Personality Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5705</td>
<td>Psychotherapy: Foundations and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5713</td>
<td>Child Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5714</td>
<td>Psychotherapy Interventions I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5715</td>
<td>Psychotherapy Interventions II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5581</td>
<td>Health Psychology Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5582</td>
<td>Behavioral Medicine</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5901</td>
<td>Practicum I - Clinical Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5902</td>
<td>Practicum II - Clinical Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 6900</td>
<td>Internship - Clinical Health Psychology</td>
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CLINICAL HEALTH HOURS: 39

Thesis Options: (CHOOSE ONE)

WITH THESIS

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<thead>
<tr>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 5030</td>
<td>Quantitative Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5998</td>
<td>Thesis Proposal</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5999</td>
<td>Thesis</td>
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THESIS OPTIONS HOURS: 9

WITHOUT THESIS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 5200</td>
<td>Pro-Seminar II: Social &amp; Personality Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Two approved electives (5000 level or above)</td>
<td></td>
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</tr>
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</table>

THESIS OPTIONS HOURS: 9

TOTAL HOURS FOR THE MA DEGREE: 57

Thesis: Optional

Proficiency: Will be met by completion of PSY 5020.

Comprehensive: Each candidate will satisfactorily complete a comprehensive examination by scoring at or above the 60th percentile of the GRE subject test or scoring at the 70th percentile on the Area Achievement Concentration Test (ACAT).

Product of Learning: None required
# Program of Study for the Master of Arts in Industrial-Organizational Psychology and Human Resource Management

(Major Code: 258A/42.0901)

**Admission Requirements:** Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; completion of courses in General Psychology and Introductory Statistics; statement not exceeding two pages describing the applicant’s academic and professional goals.

**Basic Criteria for Consideration:** (Undergraduate GPA X 400) + GRE-V + GRE-Q = 2100

**Hours:** 48 semester hours

### General Psychology Core:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSY 5020</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5030</td>
<td>Quantitative Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5150</td>
<td>Pro-Seminar I: Learning and Cognition</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5200</td>
<td>Pro-Seminar II: Social and Personality Psychology</td>
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</table>

**General Psychology Hours:** 12

### Functional Interdisciplinary Core:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MGT 5040</td>
<td>Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>MGT 5160</td>
<td>Strategic Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>PSY/MGT 5065</td>
<td>Organizational Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY/MGT 5660</td>
<td>Staffing</td>
<td>3</td>
</tr>
<tr>
<td>PSY/MGT 5661</td>
<td>Performance Management</td>
<td>3</td>
</tr>
<tr>
<td>PSY/MGT 5671</td>
<td>Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY/MGT 5672</td>
<td>Advanced Organizational Psychology</td>
<td>3</td>
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</table>

**Functional Interdisciplinary Hours:** 21

### Thesis or Internship Requirement (Choose One):

**Thesis Option**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5998</td>
<td>Thesis Proposal</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5999</td>
<td>Thesis</td>
<td>3</td>
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</table>

**Internship Option**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 5900</td>
<td>Internship (6 s.h.)</td>
<td>6</td>
</tr>
<tr>
<td>PSY 6900</td>
<td>Internship (6 s.h.)</td>
<td>6</td>
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</tbody>
</table>

**Thesis / Internship Hours:** 6

### Electives:

Elective courses (5000 level or above) .................................................................. 9

**Elective Hours:** ..................................................................................................... 9

**Total Hours for the MA Degree:** ........................................................................... 48

**Thesis:** Optional

**Proficiency:** Will be met by completion of PSY 5020.

**Comprehensive:** Each candidate will satisfactorily complete a psychology subject exam (either the GRE subject test or the ACAT) and will pass the Human Resources Certification Institute’s (HRCI) Professional in Human Resources (PHR) Exam.

**Product of Learning:** None required
PSYCHOLOGY

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN PSYCHOLOGY, GENERAL EXPERIMENTAL
(Major Code: 226A/42.0101)

Admission Requirements: Baccalaureate degree in from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; completion of approved courses (or demonstrated competence in the subject matter) in General Psychology and Research Methods (including statistics); statement not exceeding two pages describing the applicant’s academic and professional goals. Applicants should describe their research interests and identify a potential mentor from the General Experimental faculty.

Basic Criteria for Consideration: (Undergraduate GPA X 400) + GRE-V + GRE-Q = 2100

Hours: 33 semester hours

General Psychology Core:
- PSY 5020 Research Methods in Psychology ................................................................. 3
- PSY 5150 Pro-Seminar I: Learning and Cognition ............................................................. 3
- PSY 5200 Pro-Seminar II: Social and Personality Psychology .............................................. 3
- PSY 5250 Pro-Seminar III: Biopsychology & Developmental Psychology ......................... 3

GENERAL CORE HOURS ........................................................................................... 12

Research Core:
- PSY 5010 Research Seminar ......................................................................................... 3
- PSY 5030 Quantitative Methods in Psychology ............................................................... 3
- PSY 5530-5549 Selected Topics (two courses) ................................................................ 4-6
- PSY 5998 Thesis Proposal ............................................................................................. 3
- PSY 5999 Thesis ............................................................................................................. 3

RESEARCH CORE HOURS ....................................................................................... 16-18

Approved Electives (5000 level or above) (3-5 s.h. required)
(chosen in consultation with an advisor)

ELECTIVE HOURS ................................................................................................. 3-5

TOTAL HOURS FOR THE MA DEGREE ..................................................................... 33

Thesis: Required
Proficiency: Met by completion of PSY 5020.
Comprehensive: Each candidate will satisfactorily complete a comprehensive examination by scoring at or above the 60th percentile on the GRE Subject Test or score at the 70th percentile on the Area Achievement Concentration Test (ACAT).
Product of Learning: None required
PROGRAM OF STUDY FOR THE MASTER OF ARTS/SPECIALIST IN SCHOOL PSYCHOLOGY (Major Code: 125A/42.1701)[T]

Admission Requirements: Baccalaureate degree in from an accredited college or university; complete application to the Cratis Williams Graduate School [http://www_graduate.appstate.edu], including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; completion of approved courses in Psychological Tests & Measurements, General Psychology, and Research Methods including Statistics or demonstrated competence in the area; statement not exceeding two pages describing the applicant’s academic and professional goals. Applicants who make the first cut will be invited for an interview.

Basic Criteria for Consideration: (Undergraduate GPA X 400) + GRE-V + GRE-Q = 2100

Hours: 72 semester hours

Required Courses:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSY 5020</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5150</td>
<td>Pro-Seminar I: Learning and Cognition</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5250</td>
<td>Pro-Seminar III: Biopsychology &amp; Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5691</td>
<td>Psychoeducational Assessment</td>
<td>3</td>
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<tr>
<td>PSY 5700</td>
<td>Cognitive Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5713</td>
<td>Child Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5716</td>
<td>Interventions for Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5765</td>
<td>Emotional/Behavioral Assessment in Schools</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5800</td>
<td>Applied Behavior Management</td>
<td>3</td>
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<tr>
<td>PSY 5810</td>
<td>Functions and Ethics of the School Psychologist</td>
<td>3</td>
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<tr>
<td>PSY 5820</td>
<td>Psychoeducational Prevention/Interventions</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5901</td>
<td>Practicum I</td>
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<tr>
<td>PSY 5902</td>
<td>Practicum II</td>
<td>3</td>
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<tr>
<td>PSY 6900</td>
<td>Internship (Fall)</td>
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<tr>
<td>PSY 6900</td>
<td>Internship (Spring)</td>
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<tr>
<td>HPC 5220</td>
<td>Counseling Theory and Techniques</td>
<td>3</td>
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<tr>
<td>HPC/PSY 6620</td>
<td>School-Based Consultation</td>
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<tr>
<td>RE 5715</td>
<td>Reading Assessment and Correction</td>
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REQUIRED HOURS .................................................................................. 60

Thesis Options: (CHOOSE ONE)

WITH THESIS

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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>PSY 5030</td>
<td>Quantitative Methods in Psychology</td>
<td>3</td>
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<tr>
<td>PSY 5998</td>
<td>Thesis Proposal</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5999</td>
<td>Thesis</td>
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One approved elective (5000 level or above) .................................................................. 3

WITHOUT THESIS

<table>
<thead>
<tr>
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<th>Hours</th>
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<tbody>
<tr>
<td>PSY 5040</td>
<td>Applied Psychological Research and Evaluation</td>
<td>3</td>
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</table>
| Three approved electives (5000 level or above) | | 9

THESIS OPTIONS HOURS ........................................................................... 12

TOTAL HOURS FOR THE MA / SSP DEGREE ................................................................... 72

Thesis: Optional

Proficiency: Will be met by completion of PSY 5020.

Comprehensive: Each candidate will satisfactorily complete the first component of the comprehensive exam by scoring at or above the 60th percentile of the GRE subject test or score at the 60th percentile on the Achievement Concentration Test (ACAT). Each candidate will also satisfactorily complete both a comprehensive exam administered by the Program Director and the Praxis Examination in School Psychology administered through ETS.

Product of Learning: None required
PSYCHOLOGY

GRADUATE COURSES IN PSYCHOLOGY (PSY)

PSY 5010. Research Seminar/(3). On Demand. The seminar on selected topics in research is designed to handle the various problems encountered by students in their research. Students will present research proposals and discuss current research in various areas of psychology.

PSY 5011. Teaching of Psychology/(1). F;S. A course required of all graduate teaching assistants responsible for teaching one or more sections of PSY 1200. Students will be introduced to alternative teaching approaches, guided in constructing tests, and provided information about teaching resources. Students' success in teaching will be evaluated. Graded on an S/U basis.

PSY 5020. Research Methods in Psychology/(3). F. An examination of the procedures and principles involved with experimental, quasi-experimental, and other non-experimental research, including problem formulation, literature review, measurement issues, sampling, research design, data analysis, and report writing using APA format. Prerequisite: an undergraduate statistics course.

PSY 5030. Quantitative Methods in Psychology/(3). S. This course continues the content of PSY 5020 and examines research/quantitative methods used in psychology. Students learn how to plan, structure, conduct and interpret statistical analyses. A written project is required. Prerequisite: PSY 5020.

PSY 5040. Applied Psychological Research and Evaluation/(3). S. This course provides students with the opportunity to acquire skills necessary to perform independent research and evaluation in field settings. It continues the content of PSY 5020 for those students who will be employed in applied settings (e.g., schools, hospitals, and governmental agencies). Prerequisite: PSY 5020.

PSY 5065. Organizational Development/(3). S. A study of the processes by which behavioral science knowledge and practices are used to help organizations achieve greater effectiveness. Emphasis on the nature, history, assumptions, strategies and models, intervention techniques, and ramifications of organizing development. (Same as MGT 5065.)

PSY 5150. Pro-Seminar I: Learning and Cognition/(3). F. This course includes a critical evaluation of current issues and research in cognition and learning, and provides a historical account of important developments in these areas.

PSY 5200. Pro-Seminar II: Social and Personality Psychology/(3). S. This course includes a critical evaluation of current issues and research in social and personality psychology, and provides a historical account of important developments in these areas.

PSY 5250. Pro-Seminar III: Biopsychology and Developmental Psychology/(3). S. This course includes a critical evaluation of current issues and research in biopsychology and developmental psychology, and provides a historical account of important developments in these areas.

PSY 5500. Independent Study/(1-4). F;S.

PSY 5530-5549. Selected Topics/(1-4). On Demand. A special topic may be offered depending upon student and faculty interest. Permission of the instructor required.

PSY 5552. Diagnosis and Psychopathology/(3). F;S. Consideration of diagnostic practices of common psychological disorders, including symptom criteria, epidemiological data, with an emphasis on the acquisition of applied diagnostic skills. Content will often include a study of the origin, development, and manifestations of psychological and causal models with empirical support. Prerequisite: PSY 2401 (Abnormal Psychology) or permission of the instructor.

PSY 5555. Advanced Educational Psychology/(3). On Demand. An exploration of how learning theory can be applied in the school environment by teachers, counselors, and administrators to enhance the learning experience.

PSY 5562. Psychology of Adulthood and Aging/(3). S. A study of the physical, cognitive, social, and emotional development of adults. The psychological changes associated with the process of aging will be emphasized, with particular focus on cognitive and personality factors. Graduate students will be expected to become involved in an area of research. [Dual-listed with PSY 4562.]
PSY 5565. Adolescent Psychology/(3). On Demand. An examination of the physical, intellectual, and emotional changes that occur during adolescence. Relationships among physical development, mental growth, adolescent interests, personality, and social consciousness, will be explored.

PSY 5581. Health Psychology Seminar/(3).S. This course is intended to provide a broad overview of many of the important contemporary public health issues such as health care reform, cardiovascular disease, cancer, AIDS, etc. Students will study epidemiology, large-scale applied research methods, and community health intervention methods focusing on primary, secondary, and tertiary levels of disease prevention. Through an individual or small group project, students will also become involved in intensive study within a selected area of health psychology and develop an original research proposal.

PSY 5582. Behavioral Medicine/(3).F. Behavioral medicine represents a biopsychosocial approach to integrating methods and practices of clinical psychology with traditional medicine in determining disease etiology and in prescribing holistic treatment. Behavioral medicine focuses on secondary prevention and treatment of disease often in a one-on-one or group format. Disorders examined include myocardial infarction, cancer, obesity, headaches, and chronic pain. The major psychotherapeutic models used to treat medical disorders will be reviewed.

PSY 5593. Biofeedback/(3).S. This course will review the historical background of biofeedback, stressing biofeedback as an aid in stress management, in the treatment of psychosomatic disorders and muscle relaxation, and in the physiological basis of self regulation. Students will have the opportunity to become familiar with the application of the EMC, ST trainer and other biofeedback instrumentation through demonstration and practice. Ethical issues are explored.

PSY 5610. Advanced Experimental Psychology/(3). On Demand. A critical study of the major experimental findings and of research methodology in contemporary psychology. Emphasis will be placed upon problems in human learning and cognition.

PSY 5640. Seminar/(3).S. Consideration of contemporary research issues in psychology. Opportunity for graduate students to consider a particular aspect of psychology in depth. Topics vary from year to year depending upon the interest of students. Prerequisite: six graduate hours in psychology.

PSY 5653. Health Psychology/(3).F;S. This course includes a survey of major physical disabilities including cardiovascular disease, diabetes, AIDS, cancer, pain, obesity, eating disorders, and injury using a behavioral medicine orientation. Behavioral medicine represents a multidimensional approach to integrating behavioral and biomedical information in determining disease etiology and in prescribing comprehensive treatment. Prerequisite: PSY 3100 (Research Methods in Psychology) or permission of the instructor. [Dual-listed with PSY 4653.]

PSY 5655. Advanced General Psychology/(3).F. An examination of selected contemporary topics in psychology and a review of the major areas of psychology. Prerequisite: PSY 3100 (Research Methods in Psychology) or permission of the instructor. [Dual-listed with PSY 4655.]

PSY 5660. Staffing/(3).F. A study of techniques used in employee selection and placement. Emphasis is on job and task analysis and the application of psychology in recruitment, biographical data, interviewing, work samples, assessment centers, rating scales, and testing. (Same as MGT 5660.)

PSY 5661. Performance Management/(3).S. The study of methods used to describe and measure work behavior. Specific attention is given to developing competencies in job analysis and performance management in order to facilitate the evaluation of employee contributions to organizational success. (Same as MGT 5661.)

PSY 5671. Training and Development/(3).S. A study of the roles, functions, and skills of human resource development professionals. Consideration given to such topics as the philosophy and psychology of HRD, the design and implementation of training and development programs, and the major program areas and organizational settings for HRD. (Same as MGT 5671.)

PSY 5672. Advanced Organizational Psychology/(3).F. An examination of theory and research focused on individual and social processes in organizations. Topics include organizational research methods, job attitudes, mood, work stress, motivation, leadership, work groups and teams, prosocial behaviors, organizational culture and climate, and organizational theory and structure. (Same as MGT 5672.)
PSYCHOLOGY

**PSY 5691. Psychoeducational Assessment/(3).F.** This course will serve as an introduction to school-based psychological assessment of children who might be at psycho-educational risk. Emphasis will be on pre-referral and referral processes, classroom observations, and assessment of achievement, adaptive behavior, and low- incidence disabilities. Legal, ethical, and diversity issues will be considered. Report writing also will be emphasized.

**PSY 5700. Cognitive Assessment/(3).F:S.** A practice-based study of the development, standardization, and interpretation of a variety of cognitive and developmental measures including the Wechsler Scales and selected other individually administered psychometric instruments. Supervised practice in administration, scoring, and interpretation is provided.

**PSY 5701. Personality Assessment/(3).S.** A survey of the underlying theory, reliability, validity, and utility of several individually-administered personality assessment devices. Practice in administration, scoring, interpretation and report writing is included. Prerequisites: PSY 5700 and PSY 2401 or equivalents.

**PSY 5705. Psychotherapy: Foundations and Ethics/(3).F.** This course involves learning fundamental clinical skills including interviewing and basic clinical interventions. Legal and ethical principles in the practice of clinical psychology are considered.

**PSY 5713. Child Psychopathology/(3).F.** A critical evaluation of the development of psychological disorders in children and adolescents. The emphasis will be on developing skills in differential diagnosis and understanding current research on etiology.

**PSY 5714. Psychotherapy Interventions I/(3).S.** A critical evaluation of the current major approaches to and research concerning psychotherapeutic behavior change with adults. A systematic review of empirically verified treatments for the most prevalent disorders will be provided.

**PSY 5715. Psychotherapy Interventions II/(3).S.** A critical evaluation of the current treatments for bipolar disorder, schizophrenia, trauma-based disorders, personality disorders, and sexual dysfunctions. The empirical literature will be reviewed, and students will have the opportunity to learn to apply empirically verified treatment techniques for these disorders.

**PSY 5716. Interventions for Children and Adolescents/(3).S.** The main emphasis in the class will be on developing the necessary knowledge to effectively implement empirically supported interventions for children and adolescents in clinical and school settings. An in-depth review of the treatments for the most common childhood disorders will be provided.

**PSY 5717. Preschool and Low-Incidence Assessment/(3).On Demand.** Advanced, practice-based study of psychoeducational assessment and intervention for preschoolers and children with low-incidence disabilities. Pertinent legal, ethical, and diversity issues and relevant federal regulations will be examined. Supervised practice with actual cases will be provided.

**PSY 5765. Emotional/Behavioral Assessment in Schools/(3).S.** An overview of procedures, issues, techniques, and outcomes relevant to the assessment of emotional, behavioral, and social functioning of children and adolescents within school settings. Pertinent legal, ethical, and diversity issues and relevant federal and state regulations will be examined. Supervised practice with school-based cases will be provided.

**PSY 5800. Applied Behavior Management/(3).S.** An advanced study of the philosophy, principles and procedures of applied behavior analysis and a review of selected research. Practical, ethical, and legal constraints on behavioral interventions are considered. Research conducted in institutional, educational and home settings is emphasized. Prerequisite: PSY 3100 (Research Methods in Psychology) or permission of the instructor. [Dual-listed with PSY 4700.]

**PSY 5810. Functions and Ethics of the School Psychologist/(3).F.** As an introduction to the profession of school psychology, this course will review the history of the field and important current theoretical, legal, and ethical aspects of the practice of school psychology.

**PSY 5820. Psychoeducational Prevention/Interventions/(3).F.** This course is designed to provide both system level and school-based prevention and interventions to effectively meet the increased needs of children. The course will also discuss effective evaluation of such programs.
PSY 5901. Practicum I/(3). On Demand. Practicum experiences are available in the following areas:

- **Clinical Health Psychology:** Students will train in a professional mental health or medical setting for the equivalent of one day per week. Supervision is provided on-site by staff psychologists or other professionals. Weekly class meetings supplement the on-site training to provide additional group supervision as well as coverage of professional issues. Graded on an S/U basis.

- **School Psychology:** This course is limited to graduate students in school psychology. The student will be placed in a public school setting one full day a week under professional supervision (both on site and in the university classroom). A minimum of 135 supervised clock hours must be completed. Tasks accomplished are commensurate with level of training. Graded on an S/U basis.

PSY 5902. Practicum II/(3). On Demand. Practicum experiences are available in the following areas:

- **Clinical Health Psychology:** Students will train in a professional mental health or medical setting for the equivalent of one day per week. Supervision is provided on-site by staff psychologists or other professionals. Clinical experience is arranged as appropriate for the student’s level of training. Weekly class meetings supplement the on-site training to provide additional group supervision as well as coverage of professional issues. Graded on an S/U basis.

- **School Psychology:** This course is limited to advanced graduate students in school psychology. The student will be placed in a public school or equivalent setting based on background and needs. Students work under on-site supervision and must attain a minimum of 135 supervised clock hours. Tasks accomplished are commensurate with level of training. Graded on an S/U basis.

PSY 5989. Graduate Research/(1-9). F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. PSY 5989 does not count toward a degree.


PSY 5999. Thesis/(3). F;S. Graded on an S/U basis. Prerequisite: PSY 5998.

PSY 6620. School-Based Consultation/(3). S;SS. For school psychologists, counselors and other human service personnel in various fields who deal with parents and/or teachers in a consultative and educational capacity. The course will include a review of consultation models and theories of both a group and triadic nature. It will also provide an opportunity for role play which reflects actual consulting situations. Emphasis will be placed on concerns related to academic deficit, behavioral problems in the school and home, and family stress. (Same as HPC 6620.)

PSY 6900. Internship/(1-6). F;S. Internships are required for students in the Clinical Health and School programs and are an option for students in the Industrial-Organizational Psychology and Human Resource Management (I/O-HRM) program. It is anticipated that students will spend a minimum of 75 contact hours in the field for each earned hour of credit. The requirements are listed below. Graded on an S/U basis.

- **Clinical Health Psychology:** Six months full-time placement in a mental health setting under professional supervision; to include experience with psychological evaluation, individual or group psychotherapy and behavior change, and consultation with relevant community agencies. Prerequisite: approval of the internship instructor or the director of the clinical health psychology program. Graded on an S/U basis. May be repeated up to a total of six credit hours.

- **School Psychology:** Placement in a school setting under professional supervision; to include experience with psychological evaluation, individual and group counseling, behavior change strategies, work with interdisciplinary teams, consultation with community agencies. All students enrolled in the School Psychology program must enroll in two, consecutive term, 6-hour internships to qualify for the Specialist in School Psychology (SSP). Graded on an S/U basis.

- **Industrial/Organizational-Human Resource Management:** Placement in an applied setting in which students can gain experience in various aspects of human resource management and development. Students will develop skills in personnel selection and placement, performance, appraisal, attitude measurement, motivation of employees, training and development of change within organizations. Students should enroll in MGT 5900 and are expected to complete a minimum of 450 hours over a period of ten weeks. Graded on an S/U basis.
Master of Public Administration

Department of Political Science/Criminal Justice

College of Arts and Sciences

Brian Ellison, Chair and Professor
Ph.D., Colorado State University
EllisonBA@appstate.edu

Marvin K. Hoffman, Program Director and Professor
Ph.D., University of Georgia
HoffmanMK@appstate.edu

http://www.mpa.appstate.edu/

The Department of Political Science/Criminal Justice offers the Master of Public Administration (MPA) (Major Code: 279*/44.0401), with five concentrations:
- Administration of Justice (279D)
- Emergency Management (279E)
- Not-for-Profit Management (279F)
- Public Management (279B)
- Town, City and County Management (279C)

The Department of Political Science/Criminal Justice also offers programs in Criminal Justice and Criminology (MS) and Political Science (MA), described under those headings in this bulletin. Graduate programs in Political Science/Criminal Justice are supervised by the departmental chair, the individual graduate program directors, and the graduate committee.

Courses in the following disciplines are offered by the Department of Political Science/Criminal Justice:
- PA: public administration courses
- PS: political science courses (see the Political Science program for course descriptions)
- CJ: criminal justice courses (see the Criminal Justice program for course descriptions)

In addition, the Public Administration program includes coursework offered by other departments as follows:
- COM: communication courses (see the Communication Department for course descriptions)
- GHY: geography courses (see the Geography and Planning program for course descriptions)
- MBA: business administration courses (see the Business Administration program for course descriptions)
- MGT: management (see the Management Department for course descriptions)
- PLN: planning courses (see the Geography and Planning program for course descriptions)
- SOC: sociology (see the Gerontology program for course descriptions)

Location of Program: This program is offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started periodically, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Extension and Distance Education: http://www.ext-dl.appstate.edu.

The Department of Political Science/Criminal Justice prepares students for professional and academic careers. The Public Administration program is designed to prepare individuals for management and policy positions in governmental and non-profit organizations. Students are required to choose one of the following concentrations:

- Administration of Justice Concentration (279D): This concentration is designed to prepare persons for administrative/management positions in a variety of law enforcement, court, and correctional agencies at the local, state and federal levels.
- Emergency Management Concentration (279E): This concentration is designed to prepare individuals to assume leadership positions in emergency management and disaster preparedness.
- Not-for-Profit Management Concentration (279F): This concentration is designed to prepare individuals for management and policy positions in governmental and not-for-profit organizations.
- Public Management Concentration: (279B): This concentration is designed to allow individuals to develop a program to suit specific needs in such areas as budget analyst, personnel administration, etc., or to prepare students with a generalist background in public administration.
- Town, City and County Management Concentration (279C): This concentration is designed to prepare persons for managerial roles in towns, cities, and county governments or in organizations and agencies related to towns and counties.
MASTER OF PUBLIC ADMINISTRATION (MPA) (Major code: 279*/44.0401)

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu], including resume, three letters of recommendation, official GRE general test scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: (Undergraduate GPA X 400) + GRE Verbal + GRE Quantitative = 2000.

Hours: 42 semester hours

Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Required Courses: (21 s.h.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PA 5000</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PA 5060</td>
<td>Seminar in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PA 5180</td>
<td>Public Policy Analysis and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PA 5260</td>
<td>Organization Theory and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PA 5360</td>
<td>Public Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>PA 5460</td>
<td>Budgeting and Fiscal Administration</td>
<td>3</td>
</tr>
<tr>
<td>PA 5558</td>
<td>Capstone Research</td>
<td>2</td>
</tr>
<tr>
<td>PA 5559</td>
<td>Capstone in Public Administration</td>
<td>2</td>
</tr>
</tbody>
</table>

REQUIRED HOURS .................................................................................. 21

Concentrations (CHOOSE ONE): (15 s.h. required)

ADMINISTRATION OF JUSTICE CONCENTRATION (279D)

Select 9 s.h. from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ/PS 5050</td>
<td>Seminar in Public Law &amp; Judicial Behavior (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CJ 5060</td>
<td>Administration of Justice (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CJ 5150</td>
<td>The American Justice System and Social Justice (3 s.h.)</td>
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<tr>
<td>CJ 5625</td>
<td>Seminar in Police and Society (3 s.h.)</td>
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<tr>
<td>CJ 5660</td>
<td>Crime, Theory and Policy (3 s.h.)</td>
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One required elective (5000 level or above) outside the PSCJ Dept (3 s.h.)

Choose one of the following 3 s.h. electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CJ 5500</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>CJ/PS 5661</td>
<td>Court Administration (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CJ 5670</td>
<td>Crime Analysis and Criminal Justice Planning (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CJ 5680</td>
<td>Organized Crime</td>
<td>3</td>
</tr>
<tr>
<td>CJ 5805</td>
<td>Directed Research</td>
<td>3</td>
</tr>
</tbody>
</table>

EMERGENCY MANAGEMENT CONCENTRATION (279E)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GHY 5100</td>
<td>Seminar in Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>PA 5140</td>
<td>Emergency Management Systems</td>
<td>3</td>
</tr>
<tr>
<td>PA 5560</td>
<td>Local Government Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one 3 s.h. course from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GHY 5400</td>
<td>Planning Process</td>
<td>3</td>
</tr>
<tr>
<td>PLN/COM 5425</td>
<td>Task-Oriented Group Facilitation Methods (3 s.h.)</td>
<td></td>
</tr>
</tbody>
</table>

Select 3 additional s.h. in consultation with the MPA Program Director ........................................... 3

NOT-FOR-PROFIT MANAGEMENT CONCENTRATION (279F)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PA 5270</td>
<td>Not-for-Profit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PA 5271</td>
<td>Grants Strategies and Preparation</td>
<td>3</td>
</tr>
<tr>
<td>PA 5665</td>
<td>Public Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two 3 s.h. courses from: ............................................................................ 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 5420</td>
<td>Marketing Strategy and Applications</td>
<td>3</td>
</tr>
<tr>
<td>MGT 5770</td>
<td>Social Responsibilities of Management (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>PLN/COM 5425</td>
<td>Task-Oriented Group Facilitation Methods (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>PLN 5700</td>
<td>Project Management</td>
<td>3</td>
</tr>
</tbody>
</table>
PUBLIC MANAGEMENT CONCENTRATION (279B)
Select 15 s.h. in consultation with the MPA Director .................................................. 15

TOWN, CITY, AND COUNTY MANAGEMENT CONCENTRATION (279C)
Select 9 s.h. from the following courses: ................................................................. 9
  GHY5400 Planning Process (3 s.h.)
  PLN 5700 Project Management (3 s.h.)
  PS 5330 Problems in State and Local Government (3 s.h.)
  PA 5560 Local Government Administration (3 s.h.)
  PA 5665 Public Management (3 s.h.)
Select 6 s.h. in consultation with the MPA Director .................................................. 6

CONCENTRATION HOURS .................................................................................. 15

Field Work/Internship Options (CHOOSE ONE):
INTERNSHIP FOR PRESERVICE STUDENTS (6 s.h.)
PA 5900 Internship in Public Affairs ................................................................. 6

FIELD RESEARCH OPTION FOR INSERVICE STUDENTS: (6 s.h.)
PA 5010 Field-Based Research .................................................................. 3
One Additional course (5000 level or above) ................................................... 3

INTERNSHIP/FIELD RESEARCH OPTION HOURS ........................................ 6

TOTAL HOURS FOR THE MPA DEGREE .................................................. 42

Thesis: None required
Proficiency: Students must demonstrate a proficiency in reading a foreign language or quantitative analysis as a research tool. The department may determine the proficiency required.
Comprehensive: Successful completion of a capstone experience (PS 5558 plus PS 5559) fulfills the requirement for a comprehensive examination.
Product of Learning: None required

GRADUATE COURSES IN PUBLIC ADMINISTRATION (PA)

PA 5000. Research Methods/(3).F. The goal of this course is the development of the analytical abilities that will be needed by the student as a practicing public administrator. The foundations of inquiry, the various approaches to the study of social phenomena, and several analytical techniques are presented, discussed, and practiced. Prerequisite: an undergraduate statistics course.

PA 5010. Field-Based Research/(3).On Demand. Intensive research is conducted under faculty supervision on a topic related to the student’s current or prospective employment and/or professional experience.

PA 5060. Seminar in Public Administration/(3).F. History and development of the field of public administration with focus on the role of the administrator in the political process. Analysis of public agencies in a political context. Consideration of contemporary issues related to the field such as administrative ethics, decision making, and strategic planning.

PA 5140. Emergency Management Systems/(3).F. Alternate years. This course covers the roles and responsibilities of local, state and federal government agencies in times of disaster. Four key actions (planning, response, recovery and mitigation) are highlighted in understanding the changing role of government vis-a-vis individuals and businesses in minimizing loss of life and property due to natural, technological and terrorist actions. This course focuses on preparedness planning issues, intergovernmental relations, financial support for affected communities, and the changing requirements for professional development in Emergency Management in the 21st Century.

PA 5160. Topics in Public Administration/(3).S. An examination of selected problems in public administration with emphasis on analytical case studies.
PA 5180. Public Policy Analysis and Program Evaluation/(3).S. An examination of the major forces that influence the formation, implementation and administration of public policy and methodological approaches to assess the impact of public policies. Prerequisite: PA 5000. (Same as CJ 5180.)

PA 5260. Organization Theory and Behavior/(3).F. An examination of the basic theoretical approaches and issues in organizations and organizational behavior and the dynamics of human interactions within public bureaucracies.

PA 5270. Not-for-Profit Organizations/(3).S. Alternate years. An overview of the voluntary sector with emphasis on the administration and management of not-for-profit organizations. Areas of study will include theories on the development of not-for-profit organizations, government-nonprofit relationships, and advocacy efforts. Techniques of nonprofit management will include emphasis on ethics, board/volunteer recruitment, and marketing as well as grants and other funding sources.

PA 5271. Grant Strategies and Preparation/(3).F. Alternate years. Overview of the grants arena in the U.S., with emphasis on the techniques of proposal preparation. Topics include the history of the grants system, types of grants, sources of funding, application process, and contract administration. Practical exercises in identifying funding opportunities, preparing elements of a grant application, and scoring completed proposals are incorporated.

PA 5360. Public Personnel Administration/(3).S. Overview of public personnel practices with a focus on methods of employee recruitment selection, evaluation, and related aspects. Analysis of issue areas such as fair employment practices, affirmative action, and comparable worth.

PA 5460. Budgeting and Fiscal Administration/(3).S. The politics of budgeting, budgetary process, and fiscal administration in public and non-profit agencies.

PA 5500. Independent Study/(1-3).F;S.

PA 5530-5549. Selected Topics/(1-4).On Demand.

PA 5558. Capstone Research/(1).S. Capstone Research is a course which involves the completion of a significant research paper under the direction of a major professor selected by the student from among the Master of Public Administration faculty. Corequisite: PA 5559. Graded on an S/U basis.

PA 5559. Capstone in Public Administration/(2).S. This seminar integrates the theoretical and practical perspectives of public administration as a discipline. The capstone course involves students in management problem-solving as well as the following activities: development of executive skills; refinement of presentation skills; discussions of likely ethical situations; and securing public sector employment. Corequisite: PA 5558. Students present findings from their Capstone Research project at a capstone conference. Successful completion of the course fulfills the requirement for a comprehensive examination.

PA 5560. Local Government Administration/(3).S. Administrative process, management, personnel, budget and finance, and intergovernmental relations in local government. Prerequisite: approval by the instructor. [Dual-listed with PA 4560.]

PA 5665. Public Management/(3).S. A study of the organization and operation of government agencies and their role in policy making and implementation and an examination of the various concepts and theories pertaining to administrative behavior and to the performance of the basic tasks of management. [Dual-listed with PA 4665.]

PA 5800. Directed Research/(3).On Demand. Directed research on a topic selected by the student in consultation with the instructor. Student is expected to write a major research paper on this topic. May not be repeated for credit. Prerequisite: PA 5000.

PA 5900. Internship in Public Administration/(3-6).F;S. Field work in government, community, professional offices, and agencies; and involvement in problem solving in these offices and agencies. Graded on an S/U basis.

PA 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. PA 5989 does not count toward a degree.
The Department of Language, Reading and Exceptionalities offers the following graduate programs related to reading education:

- **Master of Arts in Reading Education, General (Major Code: 477*/13.1315)**, with two concentrations:
  - Adult Literacy (477B)
  - Classroom/Clinical (leads to advanced teaching licensure) (477E)[T]

- **Post-Master's Graduate Certificate in Reading Education (475A/13.1315)**

In addition, the Department of Language, Reading and Exceptionalities houses programs in Communication Disorders and Special Education; these programs are detailed in separate sections in this bulletin. The Department also cooperates with the Departments of Family and Consumer Sciences and Curriculum and Instruction to offer the M.A. degree in Child Development: Birth-Kindergarten. The degree is coordinated and conferred by the Department of Family and Consumer Sciences. See the Child Development program for information.

The Department of Language, Reading and Exceptionalities includes professionals in Communication Disorders, Reading/Language Arts, and Special Education. This enables the department to provide innovative programs focusing, in a transdisciplinary fashion, on all facets of language, reading, and specific areas of exceptionality. All students pursuing programs in the Department of Language, Reading and Exceptionalities must satisfy the Reich College of Education’s and the Graduate School’s requirements pertaining to admission, proficiencies, and licensure.

Courses in the following disciplines are offered through the Department of Language, Reading, and Exceptionalities:

- **CD**: communication disorders (see the Communication Disorders program for course descriptions)
- **RE**: reading education
- **SPE**: special education (see the Special Education program for course descriptions)

In addition, the Special Education programs include coursework offered by other departments as follows:

- **CI**: curriculum and instruction courses (see the Curriculum Specialist program for course descriptions)
- **FDN**: foundations of education courses (see the School Administration program for course descriptions)
- **HE**: higher education courses (see the Higher Education program for course descriptions)
- **RES**: educational research courses (see the School Administration program for course descriptions)

The Master of Arts degree in Reading Education, General (477*/13.1315) has two concentrations: Adult Literacy (477B) and Classroom/Clinical (477E)[T]. Each concentration provides a well-balanced program of academic and practicum experiences designed to produce graduates capable of providing quality services to the region, state, and nation. The Adult Literacy concentration (477B) prepares instructors and administrators to deliver and coordinate literacy services for adults seeking to improve their reading and writing skills. The Classroom/Clinical concentration (477E)[T] is intended for classroom teachers and reading specialists. Students with this concentration are prepared to teach all aspects of reading and language arts to K-12 students. Upon completion, graduates are eligible for Master (M) level teaching licensure.

**Location of Program:** This program is offered on campus in Boone in the format described in this Bulletin. The program is also offered off campus in a part-time format, and applications are accepted on a rolling basis. For information on upcoming off-campus locations, please contact the Office of Extension and Distance Education: http://www.extdl.appstate.edu.
PROGRAM OF STUDY FOR THE POST-MASTERS GRADUATE CERTIFICATE IN READING EDUCATION (475A/13.1315)

This certificate does not lead to NC licensure.

Admission Requirements: Master’s degree in Reading or a related field from an accredited college or university or enrollment in the MA in Reading Education at Appalachian; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, official GRE or MAT scores, and official transcripts for the master’s degree.

Hours: 18

Location: On Campus and Off Campus; Off-Campus applications are accepted on a rolling basis; please contact the Office of Extension and Distance Education for locations (http://www.ext-dl.appstate.edu).

Required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE 6120</td>
<td>Psychological Processes in Reading</td>
<td>3</td>
</tr>
<tr>
<td>RE 6200</td>
<td>Historical Trends in Reading Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>RE 6568</td>
<td>Language and Linguistics in Reading</td>
<td>3</td>
</tr>
<tr>
<td>RE 6575</td>
<td>Technology and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>RE 6730</td>
<td>Advanced Issues in Literacy and Learning</td>
<td>3</td>
</tr>
<tr>
<td>RE 6735</td>
<td>Severe Reading Disability</td>
<td>3</td>
</tr>
</tbody>
</table>

READING CERTIFICATE TOTAL .................................................. 18
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN READING EDUCATION, GENERAL WITH A CONCENTRATION IN ADULT LITERACY (Major Code: 477*/13.1315; Concentration Code: 477B)

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: GPA of 3.0 cumulative or in the last 60 hours of undergraduate work and official GRE scores or official MAT scores. OR GPA below 3.0 but above 2.69 in the last 60 hours of undergraduate work and official MAT score of 390 or higher, or at least two of the following minimum GRE scores: GREV=400, GREQ=400, or GREW=3.5.

Hours: 36 semester hours with thesis; 39 without thesis

Location: On Campus and Off Campus; Off-Campus applications are accepted on a rolling basis; please contact the Office of Extension and Distance Education for locations (http://www.ext-dl.appstate.edu).

Required Concentration Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 5630</td>
<td>The Adult Learner</td>
<td>3</td>
</tr>
<tr>
<td>RE 5100</td>
<td>Teaching Beginning Readers and Writers</td>
<td>3</td>
</tr>
<tr>
<td>RE 5710</td>
<td>Seminar in Reading and Language Arts Research</td>
<td>3</td>
</tr>
<tr>
<td>RE 5715</td>
<td>Reading Assessment and Correction</td>
<td>3</td>
</tr>
<tr>
<td>RE 5730</td>
<td>Reading &amp; Writing Instruction for Intermediate &amp; Advanced Learners</td>
<td>3</td>
</tr>
<tr>
<td>RE 5760</td>
<td>Adult Literacy Instruction</td>
<td>3</td>
</tr>
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</table>

REQUIRED HOURS ............................................................................. 18

Required Research Course: (choose at least one)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI/RE/RES/SPE 5040</td>
<td>Teacher as Researcher (3 s.h.)</td>
</tr>
<tr>
<td>RES 5000</td>
<td>Research Methods (3 s.h.)</td>
</tr>
<tr>
<td>RES 5560</td>
<td>Classroom Assessment (3 s.h.)</td>
</tr>
</tbody>
</table>

RESEARCH HOURS ............................................................................. 3

Required Practicum Course: (choose at least one)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE 5725</td>
<td>Practicum in the Clinical Teaching of Reading (3 s.h.)</td>
</tr>
<tr>
<td>RE 5735</td>
<td>Practicum in Teaching Severely Disabled Readers (3 s.h.)</td>
</tr>
</tbody>
</table>

PRACTICUM HOURS ........................................................................... 3

Thesis Options: (CHOOSE ONE)

WITH THESIS (12 s.h. required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE 5999</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Guided Elective (5000 level or above) ............................................................................. 9

Chosen with the graduate advisor’s approval. See the Reading Education, Adult Literacy concentration checklist for a list of suggested elective courses.

WITHOUT THESIS (15 s.h. required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE 5525</td>
<td>Product of Learning</td>
</tr>
</tbody>
</table>

Guided Electives (5000 level or above) ............................................................................. 12

Chosen with the graduate advisor’s approval. See the Reading Education, Adult Literacy concentration checklist for a list of suggested elective courses.

THESIS OPTIONS HOURS ........................................................................... 12 or 15

TOTAL HOURS FOR MA DEGREE .................................................................... 36 (with thesis)

or 39 (without thesis)

Thesis: Optional

Proficiency: None required

Comprehensive: Required

Product of Learning: RE 5525 is required unless thesis option is selected.
MASTER OF ARTS IN READING EDUCATION, GENERAL WITH A CLASSROOM/CLINICAL CONCENTRATION (Major Code: 477*/13.1315; Concentration Code: 477E) [T] 

+Advanced Licensure: Requirements for this concentration were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Admission Requirements: Baccalaureate degree from an accredited college or university; North Carolina “A” teaching license or the equivalent from another state; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended; a letter of intent addressed to the reading faculty specifying current teaching position, if applicable, teaching goals, and reasons for seeking admission to the reading program; a copy of current teaching license.

Basic Criteria for Consideration: GPA of 3.0 cumulative or in the last 60 hours of undergraduate work and official GRE scores or official MAT scores. OR GPA below 3.0 but above 2.69 in the last 60 hours of undergraduate work and official MAT score of 390 or higher, or at least two of the following minimum GRE scores: GREV=400, GREQ=400, or GREW=3.5. Admission is on a competitive basis.

Hours: 36 semester hours with thesis; 39 without thesis

Location: On Campus and Off Campus; Off-Campus applications are accepted on a rolling basis; please contact the Office of Extension and Distance Education for locations (http://www.ext-dl.appstate.edu).

Required Concentration Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE 5100</td>
<td>Teaching Beginning Readers and Writers</td>
<td>3</td>
</tr>
<tr>
<td>RE 5130</td>
<td>Teaching the Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>RE 5140</td>
<td>Advanced Study of Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>RE 5710</td>
<td>Seminar in Reading and Language Arts Research</td>
<td>3</td>
</tr>
<tr>
<td>RE 5715</td>
<td>Reading Assessment and Correction</td>
<td>3</td>
</tr>
<tr>
<td>RE 5725</td>
<td>Practicum in the Clinical Teaching of Reading</td>
<td>3</td>
</tr>
<tr>
<td>RE 5730</td>
<td>Reading &amp; Writing Instruction for Intermediate &amp; Advanced Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

REQUIRED HOURS: 21

Required Research Course: (choose one of the following)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI/RE/RES/SPE 5040</td>
<td>Teacher as Researcher</td>
<td>3</td>
</tr>
<tr>
<td>RES 5000</td>
<td>Research Method</td>
<td>3</td>
</tr>
<tr>
<td>RES 5560</td>
<td>Classroom Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

RESEARCH HOURS: 3

Required Social/Anthropological/Philosophical Foundations Course: (choose one of the following)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDN 5840</td>
<td>Social and Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>Equivalent course (5000 level or above) approved by the advisor</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

REQUIRED HOURS: 3

Thesis Options: (CHOOSE ONE)

WITH THESIS (12 s.h. required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE 5999</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>Guided Elective (5000 level or above)</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Chosen with the graduate advisor’s approval. See the Reading Education, Adult Literacy concentration checksheet for a list of suggested elective courses.

WITHOUT THESIS (15 s.h. required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE 5525</td>
<td>Product of Learning</td>
<td>3</td>
</tr>
<tr>
<td>Guided Electives (5000 level or above)</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Chosen with the graduate advisor’s approval. See the Reading Education, Adult Literacy concentration checksheet for a list of suggested elective courses.

THESIS OPTIONS HOURS: 9 or 12
TOTAL HOURS FOR MA DEGREE........................................ 36 (with thesis)
or 39 (without thesis)

**Thesis:** Optional

**Proficiency:** None required

**Comprehensive:** Required

**Product of Learning:** RE 5525 is required unless thesis option is selected.

**GRADUATE COURSES IN READING (RE)**

**RE 5040. Teacher as Researcher/(3).F;S.** This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research. [Same as CI 5040/FDN 5040/SPE 5040.]

**RE 5100. Teaching Beginning Readers and Writers/(3).F.** Various approaches to teaching beginning readers and writers are introduced (K-3). There is an emphasis on teaching methods that capitalize on the language competence students bring with them to school. Word recognition, comprehension, and writing instruction are considered within the framework of a meaningful, integrated reading/language arts program.

**RE 5111. Issues, Trends, and Practices in Reading/(2-3).F;S.** Provides students with an in-depth study of significant issues, trends, and practices in reading at all educational levels. The course is designed to deal with questions and problems of the type facing key teachers, supervisors, and administrators. Because the course is concerned with current trends and issues, it is assumed that the course will undergo periodic changes in terms of what is current.

**RE 5120. Psychological Bases of Reading/(3).F.** The thrust of this course is toward providing advanced reading majors with a comprehensive overview of contemporary theories of psychology and instruction as they can be applied to explicating the complex processes underlying reading behavior. Basically, the course deals with the following areas: (1) definitions of reading; (2) reading as verbal behavior; (3) perception and sensation in reading; (4) reading and cognition; (5) learning and reading; (6) growth and development and reading; (7) attention, motivation, and reading; (8) personality and reading; (9) learning from written materials; and, (10) individual differences and reading.

**RE 5130. Teaching the Language Arts/(3).F.** A study of the latest research, practices, interpretation, methods, materials and strategies in teaching the language arts.

**RE 5140. Advanced Study of Children’s Literature/(3).S.** Provides an opportunity for students to extend their knowledge of children’s books. Emphasis will be placed on an examination of the history of major publishers of children’s literature, multicultural perspectives in reading and writing, and the theories of response to literature. Consideration will be given to how literature contributes to learning and language development.

**RE 5500. Independent Study/(1-4).F;S.**

**RE 5510. Field Experience in Teaching Reading/(1-6).F;S.** Students register only by permission of the advisor.

**RE 5525. Product of Learning/(1-3).On Demand.** Graded on an S/U basis.

**RE 5530-5549. Selected Topics/(1-4).On Demand.**

**RE 5570. Reading Curriculum: Organization, Supervision and Assessment/(3).S.** Studies are made of reading curriculum designs, and the implementation, supervision and evaluation of reading programs. Prerequisite: 18 hours in reading or permission of the advisor.

**RE 5671. Research in Current Literature in Reading/(3).S.** Research and critical analyses are made in current periodicals, journals, and recent books on critical areas of reading. Prerequisite: 18 hours in reading or permission of the advisor.
RE 5710. Seminar in Reading and Language Arts Research/(3).S. Current theory and research in reading and the language arts are examined. Students select a topic in which to pursue in-depth study and then their newly-acquired knowledge is applied to classroom teaching. Emphasis is placed on assisting teachers to be leaders in school settings. This course should be taken at the end of the Master of Arts program.

RE 5715. Reading Assessment and Correction/(3).F;S. An in-depth examination of informal reading assessment practices and remedial teaching techniques. This course includes practicum experiences in administering and interpreting informal word recognition, contextual reading, and spelling instruments.

RE 5725. Practicum in the Clinical Teaching of Reading/(3).S. Provides students with a closely supervised practicum experience in which they assess and teach children/adults who are experiencing reading difficulties. Prerequisite: RE 5715.

RE 5730. Reading and Writing Instruction for Intermediate and Advanced Learners/(3).S. Strategies for helping students use reading and writing as tools for comprehension of texts and for learning in content-area disciplines are explored. A broad cultural view of literacy forms the context for reviewing the research on strategic teaching and learning. The general focus is on third-grade through adult learners.

RE 5735. Practicum in Teaching Severely Disabled Readers/(3).On Demand. This course provides a supervised clinical teaching experience with severely disabled readers. Students are guided in the use of systematic multisensory reading instruction. The topic of reading disability will be investigated throughout the semester.

RE 5760. Adult Literacy Instruction/(3).S. An in-depth review of assessing and teaching literacy skills in Adult Basic Education programs.

RE 5900. Internship/(3-9).F;S. An internship in the area of reading education. Graded on an S/U basis. Prerequisite: permission of the advisor.

RE 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. RE 5989 does not count toward a degree.


RE 6120. Psychological Processes in Reading/(3).S. This course examines current theories of reading processes, supporting research, and implications for teaching reading. The course is approached from a cognitive psychological perspective, where the nature of mature reading is considered first, followed by consideration of developmental issues in reading. Course topics will include research on eye movements, comprehension, phonemic awareness and decoding, beginning reading, and fluency, as well as other current theoretical issues.

RE 6568. Language and Linguistics in Reading/(3).S. This course examines language acquisition and language structure from both theoretical and practical perspectives. Students will have the opportunity to learn about cognitive, social, and cultural aspects of language. Emphasis will be placed on understanding psycholinguistic and sociolinguistic perspectives; language acquisition; and components of language, including pragmatics, semantics, syntax, morphology, and phonology. Concepts of oral and written language will be explored within the context of community and classroom discourse and literacy practice.

RE 6575. Technology and Literacy/(3).F. This course provides students an opportunity to critically examine the central issues and theoretical perspectives in research on technology and literacy, with an emphasis on critically examining the educational function of communication technology, assisted technology, digital and multimedia text, and educational software. Students will study the nature of technology and literacy, related classroom implementation issues, and specialized use of technology for students with disabilities.

RE 6700. Historical Trends in Reading Theory and Research/(3).F. This course examines significant trends and developments in reading theory and research from the early 1900s up to the present. Emphasis will be placed on three time periods: 1910-1930 which featured behavioral psychology, the development of basal readers and the first university-based reading clinics; 1955-1965 which featured the “Great Debate” between advocates of phonics and whole-word reading methodologies; and 1975-1995 which ushered in cognitive theories of reading and two competing psycholinguistic...
explanations of the reading process. Throughout the course, connections will be drawn between predominant reading theories and their effects on classroom reading materials and instructional methods.

**RE 6731. Advanced Issues in Literacy and Learning/(3).S.** This course provides opportunities for students to investigate current theory and research related to specific literacy topics. The course also engages students in analyzing current literacy programs and practices to identify the theoretical orientation, research base, historical context, and political agendas that inform them. Representative topics include: comprehension, composition, classroom discourse, vocabulary, English language learners, and evolving representations of literacy and text.

**RE 6735. Severe Reading Disability/(3).F.** This course takes an in-depth look at the topic of severe reading disability as it is currently understood. To this end, relevant research, discussion, and practices are surveyed and studied.

**RE 7570. Administering Reading/Language Arts Programs: The Research Base/(3).On Demand.** Provides the theoretical framework administrators need to supervise comprehensive classroom reading and language arts programs. The current research literature will be examined across several areas, including: psychological models of the reading process, reading/writing relationships, academic work, teacher effectiveness, and observation of instruction. This literature will form the basis for examining existing program approaches to teaching reading and language arts in the elementary school and for content area programs in middle and secondary schools. Next, “ideal” program models will be developed, and, finally, methods for implementing, supervising and evaluating programs will be analyzed.

**RE 7710. Improving Reading/Language Arts Instruction in the Schools: Problem-Solving Seminar for Administrators/(3).On Demand.** This seminar will focus on real world problems that administrators face in planning, implementing, and evaluating reading/language arts programs in public school settings. Discussion of pre-selected problems (with corresponding reading lists) will form the core of the course. Students will be encouraged to focus on specific reading and writing issues and problems in their own school districts. Prerequisite: RE 7570.

**RE 7989. Doctoral Research/(1-9).F;S.** This course is designed to provide access to University facilities for continuing doctoral research. Graded on an S/U basis. RE 7989 does not count toward a degree.
Master of School Administration
Education Specialist in Educational Administration
Department of Leadership and Educational Studies
Reich College of Education

J. Bryan Brooks, Chair and Associate Professor
Ed.D., North Carolina State University
BrooksJB@appstate.edu

Richard E. Riedl, Assistant Chair and Professor
Ph.D., Arizona State University
RiedlRE@appstate.edu

http://www.ced.appstate.edu/departments/les/

The Department of Leadership and Educational Studies offers the following graduate programs related to school administration:
- Master of School Administration (MSA) (Major Code: 433A/13.0409)
- Education Specialist in Educational Administration (Major Code: 428A/13.0401)

The Department of Leadership and Educational Studies also offers graduate programs in Educational Media, Higher Education, and Library Science. These programs are detailed under separate headings in this bulletin.

The Department of Leadership and Educational Studies serves the education community and the public through:
- foundations of education courses for teacher education majors.
- research courses to help students develop skills and knowledge needed to understand the design, implementation, and evaluation of educational research.
- graduate programs in public school administration; community college and higher education administration, teaching, developmental education and adult education; library science; and educational media/instructional technology.

Courses in the following disciplines are offered through the Department of Leadership and Educational Studies:
- FDN: educational foundations courses
- HE: higher education courses (see the Higher Education program for course descriptions)
- ITC: instructional technology courses (see the Educational Media – Instructional Technology program for course descriptions)
- LIB: library science courses (see the Library Science program for course descriptions)
- LSA: leadership in school administration courses
- RES: educational research courses

In addition, the School Administration program includes coursework offered by other departments as follows:
- CI: curriculum and instruction courses (see the Curriculum Specialist program for course descriptions)

The Department of Leadership and Educational Studies offers a program of study that leads to the Master of School Administration degree (433A/13.0409). This program prepares candidates for the public school principalship at all grade levels. The focus of the program is upon entry-level, site-based school leadership and leads to the initial licensure for school administration in North Carolina. It is designed to prepare entry level leaders in the governance and administration of the public schools. The focus is essentially directed toward site-based administration.

The Educational Administration (Ed.S.) degree (428A/13.0401) provides advanced graduate work for public school administration. This degree leads to sixth-year licensure. The program provides extended knowledge of a systematic perspective of the administration of public schools. The focus is to prepare for higher levels of educational administrative responsibility, typically in specialized positions in central office administration. Objectives:
1. To provide an opportunity to apply essential human skills for finding and solving system problems and concerns.
2. To introduce policy issues and the political implications related to policy implementation.
3. To elevate the application of appropriate technical knowledge (school plan, planning, school finance) in order to develop a broader perspective of educational problems and needs.
4. To confront the process of resource allocation as it relates to the professional settings in school systems.
5. To encourage building a relationship between various areas of specialization to the needs of school administration.
General Information for All Students: A student working toward a degree and/or licensure in the Department of Leadership and Educational Studies must develop her/his Program of Study in consultation with an approved advisor. Candidacy forms must be submitted to the Office of Graduate Studies and Research before the student has completed 12 semester hours of course work. Degree students taking courses without being officially assigned an advisor and receiving the advisor’s approval do so at the risk of not having the courses approved as part of the degree program.

All electives must be approved by the student’s advisor in all programs. Students pursuing or holding graduate degrees in other departments, and also seeking administration and supervision licensure, must take the necessary courses and internship prescribed by the Department of Leadership and Educational Studies.

Students wishing to pursue any of the above degree programs should apply to the Cratis D. Williams Graduate School for admission. The Graduate School will provide the necessary information as to what is expected with the completed application. When the application is complete in all details, it will be sent to the department for action by the faculty in the program area. A number of the degree programs require a student to possess teacher licensure. Students should check for this in the specific degree program requirements.

Location of Program: The School Administration and Educational Administration programs are offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started periodically, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Extension and Distance Education: http://www.ext-dl.appstate.edu.
MASTER OF SCHOOL ADMINISTRATION (MSA) (Major Code: 433A/13.0409[T])

Admission Requirements: Baccalaureate degree from an accredited college or university; North Carolina “A” or “M” licensure or the equivalent from another state; three years of teaching experience*; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation**, official GRE general or MAT exam scores, and official transcripts from all colleges attended; writing sample; interview upon request.

*Three years of public school teaching experience or equivalent experience in other settings (e.g., private school teaching; training in the private sector; leadership training in the military, etc.)
**At least one of the letters must be from school administrators with whom the applicant has worked.

Basic Criteria for Consideration:
Cumulative undergraduate (or last 60 hours of undergraduate work) GPA = 3.0, GREV = 435, GREQ = 435. MAT score in the 45th percentile may be substituted for the GRE.

Hours: 36 semester hours
Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Required Courses: (30 s.h.)

Leadership Practice and Theory: (9 s.h.)
LSA 5050 The Principalship ................................................................. 3
LSA 5400 Developing and Managing Resources in Schools ....................... 3
LSA 5600 School Law ........................................................................... 3

Theory and Philosophy: (6 s.h.)
LSA 5820 Theory and Development in Educational Organizations ................ 3
FDN 5840 Social and Philosophical Foundations of Education ..................... 3

Research and Data-Informed Decision Making: (9 s.h.)
RES 5000 Research Methods.................................................................... 3
RES 5070 School-Based Evaluation and School Improvement Planning.......... 3
RES 5560 Classroom Assessment............................................................ 3

Application and Practice: (6 s.h.)
LSA 5900 School Administration and Supervision Internship/Practicum .......... 3+3

REQUIRED TOTAL .................................................................................. 30

Electives: (6 s.h.)
Select two electives from the following:
(Other elective options are possible with the recommendation of the graduate advisor/coordinator and the approval of the departmental chair.)
CI 5050 Supervision of Instruction (3 s.h.)
CI 5055 Connecting Learners and Subject Matter (3 s.h.)
CI 5060 Curriculum Planning (3 s.h.)
CI 5230 Studies in Applied Instructional Strategies (3 s.h.)
CI/LSA 5585 Teacher Leadership and School Improvement (3 s.h.)
FDN 5801 Education of the Culturally Diverse (3 s.h.)
ITC 5220 Computers in Educational Settings (3 s.h.)
LSA 5850 Politics and Public Policy Analysis for Educational Leadership (3 s.h.)
LSA 5800 Critical Inquiry and Thought in Educational Leadership (3 s.h.)
LSA 5850 Politics and Public Policy Analysis for Educational Leadership (3 s.h.)
LSA 5999 Thesis (3-6 s.h.)

ELECTIVE TOTAL .................................................................................. 6

TOTAL HOURS FOR THE MSA DEGREE ............................................ 36

Thesis: None required
Proficiency: None required
Comprehensive: Required
Product of Learning: None required
This Ed.S degree leads to NC superintendent licensure.

Admission Requirements: Master’s degree in School Administration (MSA or equivalent) from an accredited college or university; current principal licensure (NC licensure code 12 or its equivalent from another state; three years of teaching experience; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu], including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended; writing sample; interview upon request.

*Three years of public school teaching experience or equivalent experience in other settings (e.g., private school teaching; training in the private sector; leadership training in the military, etc.). Priority will be given to practicing principals and assistant/associate principals whose career goal is to be a superintendent and those with evidence of leadership activity in schools and/or related settings.

**At least one letter should be from a site-based school administrator and superintendent with whom the applicant has worked.

Basic Criteria for Consideration:
Cumulative graduate GPA of 3.5, GREV + GREQ = 900 with minimum GREV of 400, and GREW at least 3.5. MAT score at 50th percentile or above may be substituted for the GRE. OR
Minimum cumulative graduate GPA of 3.5 and GREV + GREQ of at least 900 on a GRE test taken before November 2002.

Hours: 30 semester hours Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Required Courses for Ed.S. Degree and Advanced Principal Licensure: (15 s.h.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>LSA 6300</td>
<td>Personnel Administration in Education</td>
<td>3</td>
</tr>
<tr>
<td>LSA 6400</td>
<td>Administering Change in Education</td>
<td>3</td>
</tr>
<tr>
<td>LSA 6700</td>
<td>Politics in Administration</td>
<td>3</td>
</tr>
<tr>
<td>LSA 6900</td>
<td>School Administration and Supervision/Internship/Field Study</td>
<td>6</td>
</tr>
</tbody>
</table>

REQUIRED HOURS .......................................................... 15

Licensure Options: (CHOOSE ONE) (15 s.h.)

SUPERINTENDENT LICENSURE OPTION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSA 6180</td>
<td>School Finance</td>
<td>3</td>
</tr>
<tr>
<td>LSA 6491</td>
<td>Educational Facilities</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>(5000 level or above)</td>
<td>9</td>
</tr>
</tbody>
</table>

(9 s.h. of electives shall be selected in consultation with the program advisor to develop an area of specialization. Students are urged to consider courses in other departments both within the Reich College of Education as well as in other colleges in the University in developing an area of specialization.)

GENERAL OPTION

Electives (5000 level or above) ........................................................................................................... 15

(15 s.h. of electives shall be selected in consultation with the program advisor to develop an area of specialization. Students are urged to consider courses in other departments both within the Reich College of Education as well as in other colleges in the University in developing an area of specialization.)

OPTION HOURS ..................................................................................................................... 15

TOTAL HOURS FOR THE ED.S. DEGREE .................................................................................. 30

Thesis: None required
Proficiency: None required
Comprehensive: Prior to graduation, the student must successfully complete a comprehensive examination.
Product of Learning: None required
GRADUATE COURSES IN FOUNDATIONS OF EDUCATION (FDN)


FDN 5530-5549. Selected Topics/(1-4). On Demand. Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of six hours credit.

FDN 5800. History of American Education/(3). S. A study of the historical development of education in the United States. Special emphasis is given to educational concepts and practices as they relate to political, social, and cultural development in the growth of a system of public education.

FDN 5801. Education of the Culturally Diverse/(3). F. A general survey of situations encountered by the teacher in a culturally diverse society. An emphasis on the development of the empathetic teacher and the creation of teacher strategies and materials. [Dual-listed with FDN 4800.]

FDN 5810. Education in Appalachian America/(3). S. A course designed to assist the teacher of mountain children in understanding the pupil and school in the Appalachian culture. Various Appalachian cultural descriptors and their effect on schooling will be discussed with attention to the creation of teaching strategies and materials. [Dual-listed with FDN 4810.]

FDN 5840. Social and Philosophical Foundations of Education/(3). F; S. An examination of the philosophical assumptions which appear to influence education policy decisions and an examination of social forces which impact on education - particularly the process we call schooling. Inquiry into significant social and philosophical issues in education is a major component.

FDN 5861. History of Postsecondary Education in America/(3). F. The study of the development of colleges and universities, community, junior, and technical colleges; and the adult and community education movements. The impact of movement in education, internationally on the development of postsecondary education in America are explored. The study of current issues and problems in postsecondary education is included.

FDN 5989. Graduate Research/(1-9). F; S. This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. FDN 5989 does not count toward a degree.

FDN 5999. Thesis/(3-4). On Demand. For (077) Instructional Technology Specialist only. Graded on an S/U basis.


FDN 6530-6549. Selected Topics/(1-4). On Demand.

FDN 6600. Historical Survey of Reading Education/(3). F. Provides student with breadth and depth in the evolution of the field of reading. History of the field will be studied along the following subdivisions: 1) sociology of reading, 2) physiology and psychology of reading, and 3) pedagogy of reading.

GRADUATE COURSES IN LEADERSHIP IN SCHOOL ADMINISTRATION (LSA)

LSA 5010. Public School Administration/(3). On Demand. An introductory study of basic structure, organization, and philosophical theories and administration of public schools of the U.S.

LSA 5030. The Principalship/(3). F; S. The purpose of this course is to help students develop a conceptual framework for the leadership role and functions of the principalship. Leadership theory, principles and practice applicable to the organizational components of schools will be emphasized. Research on leadership and the processes of leading change will be analyzed.

LSA 5400. Developing and Managing Resources in Schools/(3). F; S. This course is designed to prepare entry-level school leaders and executives to provide the necessary leadership in key areas of resources management, including the management of dollars (fiscal), space (building operations), people (personnel management), community resources...
SCHOOL ADMINISTRATION

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(engagement) and time. All candidates will be expected to engage in significant electronic exploration, solving various problems in managing resources and sharing their solutions with other candidates.


LSA 5530-5549. Selected Topics/(1-4).On Demand. Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of six hours credit.

LSA 5585. Teacher Leadership and School Improvement/(3).F;S. This course is designed to help teachers develop an understanding of and skill in assuming leadership roles and responsibilities in their schools. Those aspects of school leadership seen as most appropriate and potentially beneficial for teacher involvement will be emphasized. Particular attention is paid to the relationships among teacher leadership, school improvement, and site-based accountability. Students will have the opportunity to acquire knowledge and skills and formulate their own approaches through both university-based classroom and site-based clinical activities. Activities such as participant-observations, shadow-studies classroom-action research, problem-based learning, case studies, survey research, and qualitative research studies can be included. Students will be expected to present tangible evidence that represents, authentically, their professional growth. (Same as CI 5585.)

LSA 5600. School Law/(3).F. A study of the fundamental principles underlying the relationship of the state to education and the laws which are applicable to practical problems of school organization and administration.

LSA 5800. Critical Inquiry and Thought in Educational Leadership/(3).On Demand. This course is designed as a culminating course for the Master of School Administration program. The course examines current issues and problems that impact school administration. Emphasis is focused on administrative tasks, roles, and functions of educational leaders in schools. The course includes an in-depth review of contemporary trends that change or influence educational administration and governance.

LSA 5820. Theory and Development in Educational Organizations/(3).On Demand. The purpose of this course is to inform students in educational leadership of the nature of organizations and ways in which educational organizations maintain themselves. During the course, it will be emphasized that organizational theory and development are eventually about how people grow and develop relationships. The course is designed to bring educational leadership and organizational thinking into a common framework. Students will have the opportunity to examine their own assumptions about organizations, to engage in the study of organizational culture, and to study how organizations form as they do.

LSA 5850. Politics and Public Policy Analysis for Educational Leadership/(3).On Demand. Designed to give students a comprehensive view of the transformation of educational problems into policy and the bureaucratic duties of public education administrators. Equip educational leaders with knowledge of policy theory, development, implementation and analysis necessary in the management of public educational institutions and agencies.

LSA 5900. School Administration and Supervision Internship/Practicum/(3-6).F;S. This course is designed to provide students with supervised experiences of leadership and management or a supervised project-based learning experience in a school setting under the direction of competent personnel. Graded on an S/U basis.

LSA 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. LSA 5989 does not count toward a degree.

LSA 5999. Thesis/(3-6).F;S. Graded on an S/U basis.

LSA 6180. School Finance/(3).F. A study of the principles which contribute to an understanding of public school finance. Emphasis is placed on budget making, fiscal management, and business operations.

LSA 6300. Personnel Administration in Education/(3).S. This course will provide the student with a broad array of tools for administering the human resources in a school or school system. Particular attention will be paid to issues such as tenure, grievances, evaluation, interviewing, and recruitment. Appropriate statutory law will be examined.

LSA 6400. Administering Change in Education/(3).F;S. This seminar course is designed to assist school leaders in the process of leading and managing change in educational organizations. The content is appropriate for any practicing or
aspiring educational leader who will face the dynamics of changing educational settings. The course will provide both conceptual and practical models for managing the change process. A primary focus will be placed on educational and instructional leadership.

LSA 6491. Educational Facilities/(3).S. Planning the modern school plant, design and nature of functional educational facilities, personnel involvement, maintenance, determining the needs of the community, factors in the selection of sites, architectural and contractual services.


LSA 6530-6549. Selected Topics/(1-4).On Demand. Topics considered may include the following: Seminar in Educational Leadership; and Seminar in College Administration, etc.

LSA 6600. Seminar in Legal Problems/(3).S. Current legal issues and problems related to organization and administration of public and private educational institutions. (Same as HE 6600.)

LSA 6700. Politics in Administration/(3).F. Politics in Administration will focus on those less obvious processes that accompany the decision-making process. Particular attention will be paid to concepts such as power brokering, interdependence of agencies, and agency politics.

LSA 6900. School Administration and Supervision Internship/Field Study/(2-8).F;S. Supervised experiences of leadership and management under the direction of competent personnel, or study of problems in public schools, public school systems, or other appropriate agencies. Graded on an S/U basis for Ed.S. degree students.

LSA 6999. Education Specialist Thesis/(2-4).F;S. Graded on an S/U basis.

GRADUATE COURSES IN RESEARCH (RES)

RES 5000. Research Methods/(3).F;S. The primary purpose of this course is to enable practitioners to read, interpret, and conduct research aimed at improving their practice in their professions. The course includes a study of research methods, encompassing those used in action research, experimental, non-experimental, and qualitative research, evaluation, and policy analysis designs.

RES 5040. Teacher as Researcher/(3).F;S. This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research. (Same as CI 5040/RE 5040/SPE 5040.)

RES 5070. School-Based Evaluation and School Improvement Planning/(3).On Demand. This course is designed to equip the local school administrator with the tools necessary for designing and carrying-out school-based evaluation and for designing and implementing a school-improvement plan based on evaluation data. Students examine a variety of evaluation models, define school-improvement goals and objectives amenable to empirical data collection, select appropriate evaluation methodologies and data-analytic procedures, and develop an overall evaluation design and school-improvement plan based on real or simulated school- and district-based information.


RES 5530-5549. Selected Topics/(1-4).On Demand. Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of six hours credit.

RES 5560. Classroom Assessment/(3).F;S. This course is a survey of key measurement and assessment concepts needed by classroom teachers. It focuses on developing and using classroom assessments, including informal observations, that are linked to instructional objectives and classroom practices, and on the interpretation of state-mandated, formal assessments. Traditional forms of assessment along with newer forms of assessment, including performance and portfolio.
assessments, are emphasized. Each student will be required to complete an action research project related to classroom assessment practices.

**RES 5600. Educational Statistics/(3).F;S.** A study of descriptive statistics, correlational techniques, and simple regression as applied to practice and research in education and counseling. Instruction in and extensive use of SPSS statistical package included. [Dual-listed with FDN 4600.]

**RES 6000. Advanced Research Methods, Design and Application/(3).F;S.** This course provides advanced guided study in the foundations for and practice of research methods in social and behavioral sciences. Emphasis will be placed on students becoming both critical consumers of educational and human services research literature and practitioners capable of conducting research. The course will assist in developing and strengthening students’ capacity for and professional application of research in assessment, accountability and data-informed decision making. The course also prepares students to design research that may be required for advanced graduate degrees.
Master of Arts in Professional School Counseling
Department of Human Development and Psychological Counseling
Reich College of Education

Leroy G. Baruth, Chair and Professor
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Ed.D., The University of Alabama at Tuscaloosa
WmsonLL@appstate.edu

http://www.ced.appstate.edu/departments/hpc/

The Department of Human Development and Psychological Counseling is responsible for organizing and providing instructional programs in counseling and other human development functions for public schools, colleges/universities, and various agencies.

The Department offers the Master of Arts in Professional School Counseling (Major Code: 427*/13.1101)[T], with two concentrations:

- Elementary/Middle School Licensure (427B)[T]
- Secondary School Licensure (427C)[T]

In addition, the Department of Human Development and Psychological Counseling offers the Master of Arts in College Student Development, the Master of Arts in Community Counseling, the Master of Arts in Marriage and Family Therapy, and Graduate Certificates in Addiction Counseling and Expressive Arts Therapy. These programs are detailed under separate headings in this bulletin. A student proposing to major in any of the degree programs or to seek licensure through the Department must be fully admitted as degree seeking.

The Department of Human Development and Psychological Counseling offers the following courses:

- HPC: human development and counseling courses

All courses are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of people from a variety of ethnic, gender, racial, and social class backgrounds.

The department also provides group methods, human relations, and other human development courses at the graduate and undergraduate levels for the Reich College of Education and the University. These courses are valuable for majors in other departments. A course in life and career planning and courses in leadership development are offered for undergraduate students. The department offers a variety of summer institutes to enhance the learning of both graduate students and practitioners seeking continuing education opportunities in human service fields.

In addition, the Professional School Counseling program includes courses offered by other departments as follows:

- RES: educational research courses (see the School Administration program for course descriptions)
- SPE: special education courses (see the Special Education program for course descriptions)

The Professional School Counseling program (K-12) (427*/13.1101)[T] is designed to meet North Carolina licensure requirements and to prepare counselors for elementary, middle, and secondary schools. Concentrations are available in Elementary/Middle School Licensure (427B)[T] and Secondary School Licensure (427C)[T].

Students majoring in Professional School Counseling leading to North Carolina licensure as a school counselor will take the courses listed in this section. Although North Carolina licensure is for K-12, each student should choose and follow either the Elementary/Middle School Licensure concentration (427B)[T] or the Secondary School Licensure concentration (427C)[T] in choosing electives. Other elective courses will be chosen in cooperation with the departmental advisor. Each student must see her/his advisor prior to registering.

Accreditation: The master’s degree program in Professional School Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body. Graduates are immediately eligible to take the examination of the National Board for Certified Counselors, Inc., to become National Certified Counselors. The Professional School Counseling program is also accredited/approved by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction.
Master Of Arts Program Requirements/Options: The basic requirements for the program are listed below. In addition to the curriculum listed under each program, these eight items apply to the College Student Development, Community Counseling, Marriage and Family Therapy, and Professional School Counseling programs.

25. A first master's degree in Community Counseling (non-thesis option) requires completion of a minimum of 60 semester hours of approved courses. A first master’s degree in College Student Development (non-thesis option), Marriage and Family Therapy, and Professional School Counseling requires completion of a minimum of 48 semester hours of approved courses.

26. A thesis option requires a minimum of 38 semester hours of approved course work plus thesis hours (4 s.h.) = 42 s.h. total except the Community Counseling program which requires a minimum of 50 s.h. of approved course work plus thesis hours (4 s.h.) = 54 s.h. total. The thesis option for Marriage and Family Therapy requires a minimum of 48 semester hours of approved course work plus thesis hours (4 s.h.) = 52 total hours.

27. A second master’s degree requires meeting all program course requirements with a minimum of 36 semester hours.

28. Students in CACREP approved programs in the department must meet for a minimum of 10 clock hours in a planned group activity intended to provide direct experiences as a participant in a small group. This requirement is met during HPC 5790 and/or HPC 6720.

29. On an individual basis, students may be required to receive professional counseling to aid them in their personal growth.

30. The Handbook of Policies and Procedures available in the HPC office provides information on liability insurance, academic appeals, retention policy, personal endorsement policy, admissions policies, and placement services.

31. Permission forms to take practica and internships are available in the HPC office and must be completed prior to registration.

32. Applicants for programs in College Student Development, Marriage and Family Therapy, and Professional School Counseling are required to take the Graduate Record Exam (GRE) and have an interview which can be conducted by telephone if the applicant cannot visit campus. The program in Community Counseling requires the Graduate Record Exam (GRE).
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN PROFESSIONAL SCHOOL COUNSELING (Major Code: 427*/13.1101 [T])

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://wwwgraduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; a completed department of Human Development and Psychological Counseling questionnaire; and interview.

Basic Criteria for Consideration: GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE scores from ETS. OR Cumulative GPA or last 60 hours GPA below 3.0 but above 2.70, and official GRE Verbal plus Quantitative (or Analytical if available) score of 800. The GRE Writing test will be considered, but no minimum score has been established.

Hours: 60 semester hours

Required Courses: (36 s.h.) **See the note on the next page regarding prerequisites

RES 5000 Research Methods ..................................................... 3
SPE 5610 Advanced Studies in Classroom Management ............. 3
HPC 5110 Multicultural Counseling ........................................ 3
HPC 5140 Psychological and Educational Testing ..................... 3
HPC 5210 Life and Career Planning ......................................... 3
HPC 5220 Counseling Theory and Techniques ......................... 3
HPC 5310 Introduction to Professional School Counseling ........ 3
HPC 5754 Legal & Ethical Issues in Professional School Counseling .... 3
HPC 5790 Group Methods and Processes ................................. 3
HPC 5900 Practicum in Counseling ........................................ 3
HPC 6290 Child and Adolescent Therapy ............................... 3
HPC 6452 Seminar in Professional School Counseling ............. 3
HPC 6620 School-Based Consultation .................................... 3
HPC 6900 Internship in Professional School Counseling ............ 6

REQUIRED HOURS. ........................................................................ 45

Concentrations: (CHOOSE ONE) (15 s.h.)

ELEMENTARY/MIDDLE SCHOOL LICENSURE CONCENTRATION (427B)[T]
The specific elective courses chosen for this concentration must be approved by the graduate advisor in advance.

Thesis Option:
HPC 5999 Thesis ........................................................................... 4
Elective Hours (5000 level or above) ......................................... 11

OR
Non-Thesis Option:
Elective Hours (5000 level or above) ......................................... 15

SECONDARY SCHOOL LICENSURE CONCENTRATION (427C)[T]
The specific elective courses chosen for this concentration must be approved by the graduate advisor in advance.

Thesis Option:
HPC 5999 Thesis ........................................................................... 4
Elective Hours (5000 level or above) ......................................... 11

OR
Non-Thesis Option:
Elective Hours (5000 level or above) ......................................... 15

CONCENTRATION HOURS .................................................................. 15

TOTAL HOURS FOR THE MA DEGREE ........................................... 60

Thesis: Optional
Proficiency: None required
Comprehensive: Required - Students should take the required courses (excluding the Internship) prior to taking the comprehensive exam.
Product of Learning: None required
NOTES:

1. **Prerequisites:** Students should pay particular attention to the prerequisites listed in each course description; the curriculum is carefully structured to ensure that students have the necessary prerequisite knowledge before enrolling courses.

2. Completion of the above program leads to eligibility for licensure in North Carolina on the condition that minimum test requirements are met.

3. Endorsement for professional school counseling licensure from Appalachian requires that applicants complete a master’s degree program in professional school counseling. Applicants with a master’s degree in fields other than professional school counseling must complete a second master’s degree after following the regular admissions process through the Graduate School. Graduates from another HPC Master’s degree program will be considered on an individual basis.

4. Internship: The internship (HPC 6900) is designed to be a full-time experience engaging in all of the activities of a counselor in a public school. These placements are arranged through consultation with the student’s advisor. Part-time students already employed as school counselors may, with permission, complete their internship within the context of their job setting.

5. National Accreditation: This program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and, thus, graduates or students nearing graduation are eligible to take the examination to become a National Certified Counselor (NCC).

6. In both required courses and electives, students are required to become familiar with the special needs and problems of the exceptional child and with methods of assisting youth with special needs.

**GRADUATE COURSES IN HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING (HPC)**

**HPC 5000. Internship in Public Schools/(1-9). On Demand.** Designed for school counselor graduate students who do not possess an “A” teaching license and who must have an extended internship in a public school setting prior to obtaining a “G” license. Each internship is arranged and coordinated on an individual basis consistent with state policies. This course will be limited to students accepted into the school counselor program and the course credit will not count toward the graduate degree. Graded on an S/U basis. [Dual-listed with HPC 4900.]

**HPC 5100. Counseling Techniques for Teachers of Young Adolescents/(3). On Demand.** Acquaint teachers of early adolescents with appropriate counseling techniques, interactional processes, and resource materials.

**HPC 5110. Multicultural Counseling/(3). S.** An exploration of counseling issues related to a culturally diverse client population.

**HPC 5120. Introduction to Community Counseling/(3). F.** An introduction to the issues, functions and scope of the work being done in various human service agencies. Helping approaches with selected client populations and related professional concerns will be examined. Prerequisite: for community counseling majors only.

**HPC 5130. Women’s Issues in Counseling/(3). S.** Even-numbered years. Based on study of historical, social, multicultural, and familial influences on the development of women, this course addresses counseling issues related to women’s identity, self-esteem and relationships.

**HPC 5140. Psychological and Educational Testing/(3). F; S.** A study of representative psychological and educational tests/inventories including the rationale which underlies testing.

**HPC 5190. Helping Skills in Student Affairs Practice/(3). S.** An introduction and overview to the role of the student affairs educator as a facilitator of individual and group development. Methods of helping, group facilitation skills, and leading and managing groups appropriate to student affairs functions will be developed.
HPC 5210. Life and Career Planning/(3).F;S.SS. Assists counselors and others in various work settings to attain knowledge and skills essential in helping individuals to consider possible careers and life style options. Approaches to career development, sources of informational materials, and the life planning needs of particular clientele are emphasized.

HPC 5220. Counseling Theory and Techniques/(3).F;S. Several selected theories of counseling will be studied in depth, emphasizing primary sources. Other theories will be studied, giving breadth to this area of knowledge. Interrelationships of personality development, learning and “problems” will be stressed.

HPC 5270. Theories of Marriage and Family Therapy I/(3).F. A study from the systemic perspective of the historical development, theoretical and empirical foundations, and current issues in marriage and family therapy. Major models of marriage, couple and family therapy are surveyed.

HPC 5271. Theories of Marriage and Family Therapy II/(3).S. A study of a selected number of theories concerning marriage and family therapy. Class will involve role play, group discussion, and demonstration of marriage and family therapy. Prerequisite: HPC 5270.

HPC 5272. Family Development and Therapy/(3).S. An introduction to a variety of systemic theories of family. Emphasis will be given to clinical issues of family development as they pertain to family therapy.

HPC 5273. Mediation and Divorce Therapy/(3).F. Even-numbered years. Recognizing divorce as a frequent phenomenon in families, this course is designed to study the history, effects, and re-growth as a result of divorce. In addition to a review of current literature, there will be a concentration on pertinent, long-term studies of divorces, and the results and effects on children, as well as viewing proposed models of mediation and therapy for persons who choose to pursue such assistance.

HPC 5274. Substance Abuse in Family Systems/(3).S. Even-numbered years. An examination of the range of substance abuse issues impacting the family system. Topics will include etiology of substance abuse and addiction within the family, impact upon members of the system and its dynamics, intervention and treatment approaches, and long-term recovery issues. Special attention will be given to the topics of co-dependency and core issues of adult children of dysfunctional families. Prerequisites: HPC 5270, SOC 5570/HPC 5560, or permission of the instructor.

HPC 5275. Systemic Family Therapy Institute/(3-9).S. Variable content. Barring duplication, a student may repeat the course and earn up to a total of nine semester hours. This annual summer institute is designed to provide graduate students and working professionals with an opportunity for in-depth exploration of cutting-edge topics within the marriage and family therapy field. Graded on an S/U basis.

HPC 5310. Introduction to Professional School Counseling/(3).F. The study of comprehensive, developmental school counseling programs; appropriate counselor roles (counseling, coordination, and consultation); and methods of providing services to students, families, and school personnel within a collaborative framework.

HPC 5315. Elementary/Middle Grades School Counseling/(3).On Demand. Designed primarily for counselors who plan to work or are currently working in elementary or middle grades settings. Emphasis is given to philosophy and organization; the role and functions of elementary and middle grades counselors; components of comprehensive elementary and middle grades school counseling programs; and special issues related to theory and practice of working with children and adolescents.

HPC 5340. Research in College Student Development and Student Affairs Practice/(3).S. This introductory research course is designed to provide opportunities to review, evaluate, conduct and disseminate educational research related to the practice of Student Affairs. This course is a prerequisite for HPC 6330.

HPC 5380. College Students and Their Environments/(3).F. A study of characteristics, needs, and goals of college students, including selected populations; appraisal and effect of college environments and other socio-cultural factors on students; and implications for Student Affairs Practice.

HPC 5410. Introduction to Student Affairs/(3).F. An introduction and overview of student affairs functions within institutions of higher education emphasizing the history, student affairs programming models, professional standards and ethics in professional conduct, professional associations, organizational models and staffing patterns, and issues and trends in student affairs practice.
HPC 5500. Independent Study/(1-4)F;S. On Demand.

HPC 5530-5549. Selected Topics/(1-4). On Demand. Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course.

HPC 5560. The Addictive Process/(3). F;S. An examination of sociological and psychological contributions to alcohol and drug addiction and abuse in our society. The addictive process and its impact on the individual and society are described, as well as treatment and preventive program efforts. Students will also examine their own feelings and attitudes about alcohol and drug use and abuse. (Same as SOC 5570.) [Dual-listed with HPC 4570.]

HPC 5570. Counseling the Addicted Person/(3). F. An in-depth study of the various intervention and therapeutic models utilized with addicted clients, including individual, group, and family counseling approaches. Unique aspects, demands, and imperatives of the addiction vis-a-vis the helping relationship are discussed. Prerequisite: HPC 5560.

HPC 5580. Counseling the Aging/(3). F. Even-numbered years. This course is designed to aid graduate students interested in gerontology to understand and appreciate aging as a lifelong process. Emphasis is also given to various effects of aging-physiological, psychological, financial, etc. Counseling strategies and understanding family dynamics pertaining to aging will also be studied.

HPC 5700. Teaching Sex Education Within a Family Context/(3). F. This course is designed to help health educators learn and develop strategies for teaching family living and sexuality to different age groups such as elementary, middle grades, secondary and adults. Topics to be included are reproductive anatomy, physiology, STD and AIDS, varying cultural differences, and gaining community support. Each student will be responsible for developing appropriate curricula materials for the age group she/he will be teaching. (Same as HED 5710.) [Dual-listed with HPC 4710.]

HPC 5710. Helping the Troubled Employee/(3). On Demand. An introduction to employee assistance programming in a wide variety of settings. Historical development, current issues and trends, program structure, implementation, administration and evaluation are stressed. Visiting practitioners, student projects, and field trips will emphasize practical skills development in this helping model based in the work setting.

HPC 5751. Ethics and Law in Professional Practice/(3). S. A study of current legal and ethical issues confronting the college student development specialist or counselor in practice. Topics include authority and environment of ethics and law, ethical decision analysis, and topical issues such as student safety, liability, confidentiality, privacy, libel and slander, due process, and other related ethical and legal concepts. The course goal is to provide future practitioners with a working knowledge of ethical and legal issues so as to inform good practice.

HPC 5752. Legal and Ethical Issues in Community Counseling/(3). S. A study of legal and ethical issues confronting community agency, mental health and rehabilitation counselors. Topics include moral reasoning, tort liability, confidentiality, privacy, libel, slander, due process, federal and state rules, regulations, and statutes, and other important concepts and actions resulting in legal and ethical questions. Prerequisites: HPC 5120; for community counseling majors only.

HPC 5753. Legal and Ethical Issues in Marriage and Family Therapy/(3). F. A contextual study of legal and ethical issues related to the profession of marriage and family therapy. Topics include professional identity, scope of practice, professional organizations, licensure, ethical codes, confidentiality, legal responsibility and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

HPC 5754. Legal and Ethical Issues in Professional School Counseling/(3). S. An exploration of ethical and legal standards, and applications specific to professional school counseling. General topics will include the ethical decision-making process, confidentiality, privileged communication, informed consent, duty to warn, dual relationships, record keeping, parental rights, the rights of minors, testifying in court, and testing. Special topics and the needs of special populations will be examined.

HPC 5790. Group Methods and Processes/(3). F; S. A study of group dynamics, experimentation in groups, leadership roles, and applicability to other settings. [Dual-listed with HPC 4790.]

HPC 5820. College Student Development Theories I/(3). F. This course provides an overview of the cognitive theories of student development. Particular emphasis will be placed on utilizing theory to understand and describe student
learning, human behavior and development over the life span. The course includes cognitive and moral development theories. A multicultural focus will be included in the study of these theories. This course is a prerequisite for HPC 5821.

HPC 5821. College Student Development Theories II/(3).S. This course provides an overview of the psychosocial theories of student development. Particular emphasis will be placed on utilizing theory to understand and describe student learning, human behavior and development over the life span. The course includes psychosocial and identity theories. A multicultural focus will be included in the study of these theories. Prerequisite: HPC 5820.

HPC 5840. Human Relations and Interaction/(3).F;S. Examines the key elements in effective interpersonal communication. Students will be exposed to one or more human relations models that are designed to improve their communication skills. Emphasis will be given to applying constructive methods of human relations in a variety of settings including business, schools, and social service agencies. [Dual-listed with HPC 4840.]

HPC 5850. Theory and Practice of Reality Therapy/(3).On Demand. A basic course introducing the theory and practice of Reality Therapy in a variety of therapeutic settings. Emphasis will be placed on the principles and implications of control theory, including the fundamentals of the practice of Reality Therapy, and its relationship to the cycle of counseling.

HPC 5860. Dreamwork: Clinical Methods/(3).F. An in-depth study of dreamwork as a clinical method, including theoretical approaches to dreams, clinical issues and current trends, and cross-cultural perspectives on the role of dreams, myths, and symbols in psychological healing.

HPC 5870. Creative Process, Movement, and Therapy/(3).S.Odd-numbered years. An examination of body awareness, creative expression, and movement in therapy. Particular attention will be paid to the concept of creative process and how it relates to human development, personality integration, and healing. [Dual-listed with DAN 4870.]

HPC 5900. Practicum/(1-9).F;S. Practica are available in the areas given below according to the chosen curriculum. Some practicums may be repeated for additional credit when there is space and upon approval of the advisor and the departmental chair. Graded on an S/U basis.

- Practicum in Counseling: An in-depth study of the counseling and therapeutic process and the nature of the counseling relationship. These factors will be examined in relationship to the application of basic theoretical principles. Prerequisites: HPC 5220, specific program requirements, and prior approval of the departmental chair.
- Practicum in College Student Development: An opportunity for on-the-job observation and limited practice in at least two student development functions/offices either on the ASU campus or in another area post-secondary institution. Open only to student development majors. Prior approval of the departmental chair.
- Practicum in Group Leadership: Supervised practice in group leadership. Prerequisites: HPC 5790, HPC 6720, and prior approval of the departmental chair.

HPC 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. HPC 5989 does not count toward a degree.


HPC 6120. Development Assessment and Diagnosis in Community Counseling/(3).S. An in-depth and critical examination of developmental assessment and diagnosis in a variety of community counseling settings. Specific attention will be given to the interface of the assessment and diagnostic process, the sociocultural context of individuals, and an understanding of basic psychopharmacology within a developmental and humanistic framework. Prerequisites: HPC 5120; for community counseling majors only.

HPC 6160. Gestalt Therapy/(3).S.Even-numbered years. An examination of the Gestalt Therapy model. The course combines experiential and conceptual approaches. Emphasis is placed on developing personal and unique styles of interventions within the framework of Gestalt Theory.

HPC 6162. Systemic Gestalt Therapy/(3).SS. An advanced course which focuses on the application of gestalt concepts within a systemic model. Prerequisite: HPC 6160 or permission of the instructor. Graded on an S/U basis.

HPC 6270. Marriage and Family Counseling: Clinical Issues/(3).F. An examination of basic issues and special problems in the therapeutic intervention in families. Prerequisite: HPC 5270.
HPC 6271. *Theories of Marriage and Family Therapy III/(3).SS.* A comprehensive survey of major models of marriage and family therapy with emphasis on the relationship of theory to practice.

HPC 6272. *Marital and Couples Therapy/(3).F.* This seminar examines key issues associated with effective marital and couples therapy. Emphasis is given to an overview of fundamental theoretical models of intimate relationships and models for effecting healing and growth in such relationships.

HPC 6280. *Assessment and Diagnosis in Marriage and Family Therapy/(3).SS.* A seminar designed to provide a background in diagnosis and assessment including skills necessary to conduct a relational assessment interview, as well as the development of assessment skills through the use of family sculpture, family genogram, role play, and exercises. Prerequisite: HPC 5271 or permission of the instructor.

HPC 6290. *Child and Adolescent Therapy/(3).S.* The application of child development and counseling theories to the practice of counseling children and adolescents. Focus will be on clinical practice, diagnostic skills, play and art therapy, family systems interventions, parent training programs, and behavioral interventions.

HPC 6330. *Assessment and Program Evaluation in Student Affairs/(3).F.* The focus will be on assessing outcomes of enrollment in post-secondary institutions, assessment methodologies used for exploring student outcomes, systematic program evaluation, and the application of student development theory to practice. Prerequisite: HPC 5340.

HPC 6340. *Ecotherapy/(3).F.* Even-numbered years. This course will examine emerging paradigms in psychology and counseling in systems theory, the nature of consciousness, and ecopsychology.

HPC 6350. *Body/Mind/(3).S.* A study of the interrelationship of physical and mental functioning as it pertains to counseling, including the mind/body problem as a systemic issue in psychology, exploration of the current resurgence of interest in mind/body functioning relative to total well-being, and an overview of current uses of mind/body experiences as therapeutic techniques.

HPC 6360. *Therapy and the Expressive Arts/(3).F;S.* An examination of the relationship between artistic expression and individual mental health. Theories and techniques of various arts therapies will be studied relative to diagnosis and treatment as well as to personality integration and personal growth.

HPC 6370. *Intermodal Expressive Arts/(3).F;S.* An examination of theories, techniques, and functions of psychotherapeutic approaches using intermodal expressive arts, emphasizing cross-cultural contexts of creative expression and human development.

HPC 6380. *Therapeutic Writing/(3).F.* An exploration of writing and the therapeutic process. Students will experience a variety of methods in using the written word to enhance client change as well as for self-care for the therapist.


HPC 6410. *Student Development Administration/(3).F.* An overview of organizational theories, management, and administration in student development practice, including budget and finance, governance and policy making, organizational change processes, process consultation, administrative uses of computers, and human resource development. Prerequisite: HPC 5410.

HPC 6451. *Community Counseling Seminar/(3).F.* An examination of current issues and trends in mental health, agency and rehabilitation counseling focusing on the transition from clinical trainee to entry level practitioner in areas such as psychosocial assessment, prevention/education/intervention techniques, administration of programs, and supervision. Prerequisites: HPC 5120, HPC 5220, HPC 5752, HPC 5790, HPC 5900 (Practicum in Counseling) or concurrently enrolled; for community counseling majors only.

HPC 6452. *Seminar in Professional School Counseling/(3).SS.* This course is designed to provide opportunities for students to further develop knowledge and skills in order to deliver a comprehensive and developmental school counseling program. A wide variety of topics currently addressed in professional school counseling literature will be studied. Prerequisite: HPC 5310.

HPC 6530-6549. Selected Topics/(1-4). On Demand.

HPC 6570. The Appalachian Addictions Institute/(3-9). SS. Variable content. Barring duplication, a student may repeat the course and earn up to a total of nine semester hours. This annual summer institute is designed to provide graduate students and working professionals with an opportunity for in-depth exploration of cutting-edge, clinical issues and topics within the addictions field. Graded on an S/U basis.


HPC 6620. School-Based Consultation/(3). S; SS. For school psychologists, counselors and other human service personnel in various fields who deal with parents and/or teachers in a consultative and educational capacity. The course will include a review of consultation models and theories of both a group and triadic nature. It will also provide an opportunity for role play which reflects actual consulting situations. Emphasis will be placed on concerns related to academic deficit, behavioral problems in the school and home, and family stress. (Same as PSY 6620.)

HPC 6610. Human Sexuality/(3). S. Classical and contemporary theories of sexual identity and behavior, family planning, reproduction, emotionality, intimacy, and values are studied. Special attention is given to the work of Kinsey, Hooker, and Masters and Johnson, and most recent researchers. Attention is given to futurity, especially as it pertains to current practices and values regarding family planning, general health, sexuality and one’s self-esteem. Counseling strategies will be considered pertaining to many currently reported sexual dysfunctions such as impotence, premature ejaculation and lack of sexual response.

HPC 6620. Group Counseling/Therapy/(3). F; S. Theory and practice of group counseling/therapy, including group process, leadership style, and outcome. Prerequisite: HPC 5790 or equivalent.

HPC 6630. Sexual Abuse Counseling/(3). S. An in-depth examination of the subject of sexual abuse counseling. The course provides an overview of the issues involved in sexual abuse and relates these to the assessment and treatment processes used by counselors and other helping professionals.

HPC 6650. College Student Development Institute/(3-9). SS. This annual summer institute is designed to allow college administrators, counselors, instructors, other student development personnel, and graduate students to consider a variety of issues facing students and student development specialists. There is variable content each summer with the theme and topics reflecting current issues and needs. Barring duplication, a student may repeat the course and earn up to a total of nine semester hours. Graded on an S/U basis.

HPC 6700. Current Issues and Special Populations in Addictions Counseling/(3). S. Even-numbered years. Current issues in the addictions field as they impact both counselors and their clients are addressed. Both practical and theoretical orientations of working with addicted clients are discussed. An emphasis is placed in the course on working with rural and minority clients.

HPC 6900. Internship/(1-18). F; S. Advanced students in counselor education will have supervised experiences in specific functions of the counselor education field in a public school system, post-secondary institution, or other appropriate agency. In addition to those listed below, other specific experiences will be developed and approved by the student and the student’s advisory committee. May be taken up to a total of eighteen semester hours with permission of the departmental chair. Graded on an S/U basis.

- **Internship in Professional School Counseling**: Practice in the application of skills used in counseling elementary/middle/secondary school youth. Setting to be decided upon in consultation with the internship supervisor. A minimum of 600 clock hours of work (full-time) as a counselor in the school will be required. Graded on an S/U basis. Prerequisites: HPC 5140, HPC 5210, HPC 5220, HPC 5310, HPC 5374, HPC 5790, HPC 5900 (Practicum in Counseling), HPC 6620/PSY 6620, and approval of the departmental chair.

- **Internship in Community Counseling**: On-the-job experience will be emphasized through placement of students in appropriate human service agencies. Includes practice in the counseling and other helping skills used in various agencies. Available primarily for Community Counseling majors. Graded on an S/U basis. Prerequisites: HPC 5120, HPC 5220, HPC 5732, HPC 5790, HPC 5900 (Practicum in Counseling), HPC 6120, HPC 6451 or concurrently enrolled and prior approval of the departmental chair; for community counseling majors only.

- **Internship in College Student Development**: On-the-job experience will be emphasized through placement of students in specific student development functions/offices either on the ASU campus or in another area post-secondary institution. Available primarily for college student development majors. Graded on an S/U basis.
Prerequisites: HPC 5410, HPC 5900 (Practicum in College Student Development) and/or HPC 5900 (Practicum in Counseling), and prior approval of the departmental chair.

- **Internship in Marriage and Family Therapy/(3+3+6).F;S;SS.** Supervised practice in the application of skills used in systemic individual, couple and family therapy. Open only to marriage and family therapy majors. Graded on an S/U basis. Prior approval of the departmental chair.
Master of Arts in Social Science Education ***
College of Arts and Sciences

*** THIS PROGRAM IS NOT ACCEPTING APPLICATIONS

Rainer Goetz, Associate Dean and Professor
GoetzRH@appstate.edu

The Master of Arts in Social Science, Education (Major Code: 282*/13.1317) with concentrations in community college teaching (Criminal Justice, Geography, History, Political Science, Psychology, and Sociology) is not accepting new students. It is anticipated that this program will be discontinued in the next academic year. Students interested in pursuing community college teaching in these areas are encouraged to apply to one of the following programs:

- Master of Arts in Criminal Justice
- Master of Arts in Geography
- Master of Arts in Higher Education
- Master of Arts in History
- Master of Arts in Political Science

The Master of Arts degree in Social Science, Education (282*/13.1317) is a multidisciplinary graduate program with concentrations leading to teaching in the community college. The following concentrations are offered:

- Community College/Criminal Justice (282Y)
- Community College/Geography (282N)
- Community College/History (282O)
- Community College/Political Science (282P)
- Community College/Psychology (282X)
- Community College/Sociology (282Q)

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN SOCIAL SCIENCE, EDUCATION
Major Code: 282*/13.1317

Admission Requirements: Baccalaureate degree with a major in a social science discipline from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general test scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: Undergraduate GPA in the major: 3.0; GRE Q: 450; GRE Writing score: 4.0.

Hours: 39 semester hours

Required Courses:
Students are required to complete one professional education course (3 s.h.) and two concentrations (18 s.h. each), choosing from Community College/Criminal Justice (282Y), Community College/Geography (282N), Community College/History (282O), Community College/Political Science (282P), Community College/Psychology (282X), and Community College/Sociology (282Q). Requirements for these concentrations are listed below. The Social Science Seminar course (CJ 5850/GHY 5850/HIS 5850/PS 5850/SOC 5850) must be included in one of the two concentrations.

Required:
- Concentration #1 chosen from those listed below ................................................................. 18
- Concentration #2 chosen from those listed below ................................................................. 18

REQUIRED HOURS ........................................................................................................... 36

Professional Education Requirement: (3 s.h.)
Choose one course from the list below (with the approval of the program director).................. 3
HE 5420 The Community College (3 s.h.)
HE 5440 Instruction in Postsecondary Institutions (3 s.h.)
HE 5630 The Adult Learner (3 s.h.)

PROFESSIONAL EDUCATION HOURS ......................................................... 3

TOTAL HOURS FOR THE MA DEGREE ......................................................... 39
COMMUNITY COLLEGE/CRIMINAL JUSTICE CONCENTRATION (282Y)

Choose three courses (9 s.h.) from the following ................................................................. 9
must include CJ 5000 if a research methods course is not included in the other concentration
CJ 5000 Research Methods (3 s.h.)
CJ 5050 Seminar in Public Law and Judicial Behavior (3 s.h.)
CJ 5060 Administration of Justice (3 s.h.)
CJ 5150 The American Justice System and Social Justice (3 s.h.)
CJ 5625 Seminar in Police and Society (3 s.h.)
CJ 5660 Crime, Theory and Policy (3 s.h.)

Choose three courses (9 s.h.) from the following ................................................................. 9
may include CJ 5850 only if a 5850 seminar is not included in the other concentration.
CJ 5180 Public Policy Analysis and Program Evaluation (3 s.h.)
CJ 5500 Independent Study (3 s.h.)
CJ 5530-5549 Selected Topics (3 s.h.)
CJ 5661 Court Administration (3 s.h.)
CJ 5670 Crime Analysis and Criminal Justice Planning (3 s.h.)
CJ 5680 Organized Crime (3 s.h.)
CJ 5850 Social Science Seminar (3 s.h.)

COMMUNITY COLLEGE/GEOGRAPHY CONCENTRATION (282N) (18 s.h. required)

GHY 5000 Research Themes and Methods ................................................................. 3
GHY 5100 Seminar in Physical Geography ................................................................. 3
GHY 5110 Seminar in Spatial Analysis ................................................................. 3
GHY 5130 Seminar in Human Geography ................................................................. 3
additional approved electives above 5000 (6 s.h. required) ........................................ 6
may include GHY 5850 only if a 5850 seminar is not included in the other concentration.

COMMUNITY COLLEGE/HISTORY CONCENTRATION (282O) (18 s.h. required)

HIS 5206 Studies in American History (2-9 s.h.) ....................................................... 9
additional 9 s.h. chosen from among the following ......................................................... 9
may include HIS 5850 only if a 5850 seminar is not included in the other concentration.
HIS 5104 Philosophy of History (2 s.h.)
HIS 5106 Studies in European History (2-9 s.h.)
HIS 5204 Interpreting American History (3 s.h.)
HIS 5406 Studies in Asian History (3 s.h.)
HIS 5450 History and Social Studies Education (3 s.h.)
HIS 5530-5549 Selected Topics (1-4 s.h.)
HIS 5550 Tsarist Russia (3 s.h.)
HIS 5552 The Soviet Union and Russia (3 s.h.)
HIS 5564 History of Canada (3 s.h.)
HIS 5850 Social Science Seminar (3 s.h.)

COMMUNITY COLLEGE/POLITICAL SCIENCE CONCENTRATION (282P) (18 s.h. required)

PS 5000 Research Methods ......................................................................................... 3
PS 5030 Seminar in American Government and Politics ........................................ 3
PS 5040 Pro-Seminar in Comparative Politics ............................................................. 3
Choose one of the following courses ........................................................................... 3
PS 5020 Pro-Seminar in International Relations (3 s.h.)
PS 5120 Readings and Research in International Relations (3 s.h.)
additional 6 s.h. chosen from among the following courses ...................................... 6
may include PS 5850 only if a 5850 seminar is not included in the other concentration.
CJ 5150 The American Justice System and Social Justice (3 s.h.)
PS 5050 Seminar in Public Law and Judicial Behavior (3 s.h.)
PA 5060 Seminar in Public Administration (3 s.h.)
PS 5130 Appalachian Political Perspectives (3 s.h.)
PS 5330 Problems in State and Local Government (3 s.h.)
COMMUNITY COLLEGE/PSYCHOLOGY CONCENTRATION (282X) (18 s.h. required)
This concentration must be planned in consultation with an advisor in the Department of Psychology. The ability of Social Science, Education students to pursue this concentration will be contingent upon the approval of a Psychology Department committee and upon submission of evidence that the student has passed a research methods course in Psychology.

PSY 5655 Advanced General Psychology .................................................3
additional 15 s.h. of approved electives, 5000 level or above .............................................. 15
excluding the Therapy, Assessment, and Practicum courses

COMMUNITY COLLEGE/SOCIOLOGY CONCENTRATION (282Q) (18 s.h. required)
SOC 5025 Advanced General Sociology ......................................................... 3
SOC 5200 Contemporary Sociological Theory .................................................... 3
SOC 5350 Contemporary Social Issues ............................................................ 3
additional approved electives (5000 level or above) .................................................... 9
may include SOC 5850 only if a 5850 seminar is not included in the other concentration.

Thesis: None required
Proficiency: None required
Comprehensive: A written comprehensive exam will be administered by the student’s program advisory committee.
Product of Learning: None required
Master of Social Work

Department of Sociology and Social Work
College of Arts and Sciences

W. Edward Folts, Chair and Professor
Ph.D., University of Florida
FoltsWE@appstate.edu

Leon Ginsberg, Program Director and Professor
Ph.D., University of Oklahoma
GinsbergLH@appstate.edu

http://www.soc.appstate.edu/socialwork/index.htm

The Department of Sociology and Social Work offers the Master of Social Work (135*/44.0701) with concentrations in

Community and Organizational Management (135B)
Individuals and Families (135C)

The Department of Sociology and Social Work also offers programs in Gerontology, listed under that heading in this bulletin.

Courses in the following disciplines are offered by the Department of Sociology and Social Work:

SOC: sociology courses (please see the Gerontology program for course descriptions)
SW: social work courses

The MSW degree is designed to prepare practitioners who can apply the knowledge and skills of advanced social work practice in an area of concentration. Students are provided a curriculum intended to prepare them to apply a broad range of knowledge and skills with a high degree of proficiency and deliver and evaluate services in ways that are discriminating and self critical. A goal of the program is for graduates to advance the quality of their practice and that of the profession. The MSW curriculum provides the foundation content in values and ethics, diversity, populations-at-risk, social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice, research, and field education. An advanced curriculum focused upon one area of concentration addresses the foundation areas in greater depth, breadth, and specificity.

Appalachian is in candidacy for accreditation of this MSW program with the Council on Social Work Education (CSWE).

Academic Credit is not awarded for life or previous work experience.

Entry with Advanced Standing:
Applicants who are graduates of Council on Social Work Education-accredited Bachelor of Social Work degree programs during the seven years preceding application and who have earned average grades of 3.5 or greater in their undergraduate course work may apply, by letter, for Advanced Standing in the MSW program. Only graduates of such Bachelor of Social Work programs are eligible for Advanced Standing. The prerequisites and basic admissions criteria for Advanced Standing are the same as those for admission to the two-year program. Those admitted as Advanced Standing students are not required to complete the required foundation courses (SW 5005, 5010, 5020, 5040, 5200, 5210, 5220, 5230, and 5240).

Students admitted to Advanced Standing are required to enroll in and earn a grade of B or better in SW 5001, Advanced Standing Transitional Seminar, and up to six hours of additional course work, if deemed necessary by the social work faculty at the completion of the Transitional Seminar. The number of hours required for advanced standing students is 33 semester hours plus up to 6 additional hours if deemed necessary by the social work faculty.

Location of Program: This program is offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started periodically, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Extension and Distance Education: http://www.ext-dl.appstate.edu.
PROGRAM OF STUDY FOR THE MASTER OF SOCIAL WORK (Major code: 135*/44.0701)

Admission Requirements: Baccalaureate degree from an accredited college or university; an undergraduate liberal arts background, including courses from the following areas: English/composition, biology (e.g., human biology), social sciences (e.g., psychology, sociology, political science, history), humanities, and mathematics; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general test scores, and official transcripts from all colleges attended; personal statement.

Basic Criteria for Consideration: Undergrad GPA = 2.5 with a 3.0 in last 60 hours; (GPA X 400) + GRE-V + GRE-Q = 2000.

Hours: 60 semester hours

Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Foundation Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SW 5005</td>
<td>American Social Welfare History and the Social Work Profession</td>
<td>3</td>
</tr>
<tr>
<td>SW 5010</td>
<td>Human Behavior and the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SW 5020</td>
<td>Practice with Individuals and Families</td>
<td>3</td>
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<tr>
<td>SW 5030</td>
<td>Foundations of Social Work Research</td>
<td>3</td>
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<tr>
<td>SW 5040</td>
<td>Field Practicum and Seminar I</td>
<td>3</td>
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<tr>
<td>SW 5200</td>
<td>Social Welfare Policy Analysis and Practice</td>
<td>3</td>
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<tr>
<td>SW 5210</td>
<td>Human Behavior and the Social Environment II</td>
<td>3</td>
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<tr>
<td>SW 5220</td>
<td>Practice with Groups and Communities</td>
<td>3</td>
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<tr>
<td>SW 5230</td>
<td>Evaluation of Professional Social Work Practice</td>
<td>3</td>
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<tr>
<td>SW 5240</td>
<td>Field Practicum and Seminar II</td>
<td>3</td>
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</table>

FOUNDATION HOURS............................................................................30

Elective Courses:
Select two electives (6 s.h.) in consultation with an advisor

ELECTIVE HOURS ............................................................................. 6

Concentration (CHOOSE ONE):

COMMUNITY AND ORGANIZATIONAL PRACTICE CONCENTRATION (135B)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SW 5810</td>
<td>Advanced Community Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SW 5820</td>
<td>Social Welfare Organizational Management</td>
<td>3</td>
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<tr>
<td>SW 5830</td>
<td>Community and Organizational Practice Field Practicum and Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>SW 5840</td>
<td>Nonprofit and Public Human Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>SW 5850</td>
<td>Community and Organizational Cultures</td>
<td>3</td>
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<tr>
<td>SW 5860</td>
<td>Community and Organizational Practice Field Practicum and Seminar II</td>
<td>3</td>
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</table>

choose two (6 s.h.) of the following courses ....................................6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SW 5700</td>
<td>Advanced Social Work Assessment (3 s.h.)</td>
<td>3</td>
</tr>
<tr>
<td>SW 5710</td>
<td>Advanced Social Work Practice with Families (3 s.h.)</td>
<td>3</td>
</tr>
<tr>
<td>SW 5730</td>
<td>Advanced Social Work Practice with Children and Adolescents (3 s.h.)</td>
<td>3</td>
</tr>
<tr>
<td>SW 5740</td>
<td>Advanced Social Work Practice with Adults (3 s.h.)</td>
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INDIVIDUALS AND FAMILIES CONCENTRATION (135C)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>SW 5700</td>
<td>Advanced Social Work Assessment</td>
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<td>SW 5720</td>
<td>Individuals and Families Field Practicum and Seminar I</td>
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<tr>
<td>SW 5730</td>
<td>Advanced Social Work Practice with Children and Adolescents</td>
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<td>SW 5740</td>
<td>Advanced Social Work Practice with Adults</td>
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<tr>
<td>SW 5750</td>
<td>Individuals and Families Field Practicum and Seminar II</td>
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</tr>
</tbody>
</table>

choose two (6 s.h.) of the following courses ....................................6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 5810</td>
<td>Advanced Community Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SW 5820</td>
<td>Social Welfare Organizational Management</td>
<td>3</td>
</tr>
<tr>
<td>SW 5840</td>
<td>Nonprofit and Public Human Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>SW 5850</td>
<td>Community and Organizational Cultures</td>
<td>3</td>
</tr>
</tbody>
</table>

CONCENTRATION HOURS.......................................................................24

TOTAL HOURS FOR MSW DEGREE ......................................................60
Thesis: None required.
Proficiency: None required.
Comprehensive: None required.
Product of Learning: None required.

COURSES IN SOCIAL WORK (SW)

SW 5001. Advanced Standing Transitional Seminar/(3).SS. This course is intended for students seeking advanced standing in the MSW Program and is open only to those with a BSW from a CSWE accredited program. Students enrolling in this course will be tested on their mastery of the content of the foundation year (the first 30 hours) of the MSW Program. Successful completion of this course is required of all students seeking advanced standing in the MSW program.

SW 5005. American Social Welfare History and the Social Work Profession/(3).F. This course is an introduction to MSW-level professional Social Work. It provides a comprehensive overview of the social, political and economic contexts that led to the emergence of the profession of Social Work, service delivery systems and related policies, and professional ethics and values.

SW 5010. Human Behavior and the Social Environment I/(3).F. This is the first of two courses in the MSW foundation year that provide knowledge for understanding and assessing human behavior and interaction in varied social, cultural, and economic contexts as a necessary foundation for effective social work practice. The course will examine bio-psycho-social development from birth through early adolescence, utilizing ecological systems and life span/life course perspectives.

SW 5020. Practice with Individuals and Families/(3).F. This first practice course of the MSW foundation year includes development of basic social work skills regarding communication and interviewing, assessment and intervention, evaluation, and termination, with an emphasis on micro systems. There is emphasis on the application of social work theory, values and ethics to practice and adaptation of intervention approaches to meet the needs of vulnerable groups and diverse populations.

SW 5030. Foundations of Social Work Research/(3).F. Examines processes of theory building and a variety of scientific methods that provide the foundation for research in social work settings. Students will have the opportunity to learn about elements in social work research that include social work ethics, problem formulation, research design, data analysis and reporting, and utilization of research in social work venues.

SW 5040. Field Practicum and Seminar I/(3).F. Supervised placement in a human service agency provides the student the opportunity to apply in a practicum setting material learned in the other MSW foundation courses. The practicum will include micro, mezzo, and macro levels of practice. The seminar will provide the student opportunities to explore field-based practice, policy issues, and theories. Students will complete 240 hours in the practicum. Graded on an S/U basis.

SW 5200. Social Welfare Policy Analysis and Practice/(3).S. This course provides an in-depth knowledge of social welfare policies, including exploration of social problems, assessment of policy alternatives, analysis of policy implementation, prioritization of revisions, and introduction to strategies for policy change. Students will develop a comprehensive understanding of the impact of policies on varied client populations. Prerequisites: successful completion of SW 5005, SW 5010, SW 5020, SW 5030 and SW 5040.

SW 5210. Human Behavior and the Social Environment II/(3).S. This is the second of two human behavior courses in the MSW foundation year that provide a basis for effective social work practice. This course examines bio-psycho-social development from late adolescence through the late adulthood, utilizing ecological systems and life span/life course perspectives. The influence of macro systems on human development and behavior will be addressed. Prerequisites: successful completion of SW 5005, SW 5010, SW 5020, SW 5030, and SW 5040.

SW 5220. Practice with Groups and Communities/(3).S. The course uses the knowledge and skills of social work and builds on this foundation to include groups and community practice. Knowledge of theories, models and interventions for group and community practice that are learned in the class are integrated and applied in the concurrent student field internship. Prerequisites: successful completion of SW 5005, SW 5010, SW 5020, SW 5030, and SW 5040.
SW 5230. Evaluation of Professional Social Work Practice/(3).S. This course is designed to provide students with the fundamental knowledge and skills to conduct planned evaluations of social work practice with varied client populations at the micro- and macro- levels. Prerequisites: successful completion of SW 5005, SW 5010, SW 5020, SW 5030, and SW 5040.

SW 5240. Field Practicum and Seminar II/(3).S. Supervised placement in a human service agency provides the student the opportunity to apply in a practicum setting material learned in the other MSW foundation courses. The practicum will include micro, mezzo, and macro levels of practice. The seminar will provide the student opportunities to explore field-based practice, policy issues, and theories. Students will complete 240 hours in the practicum. Prerequisites: successful completion of SW 5005, SW 5010, SW 5020, SW 5030, and SW 5040. Graded on an S/U basis.

SW 5555. Death, Dying, and Living/(3).F. An examination of how dying, death, and grief are experienced, including how support can be given through helping relationships to those who are dying or experiencing bereavement. Consideration will be given to the issues of euthanasia, suicide, body disposition, living wills, and the relationship of death to life. Students will have the opportunity to explore personally the meaning of death, other experiences of loss, and the quality of life. [Dual-listed with SW 4555.]

SW 5565. Human Sexuality and Family Living/(3).S. Information and concepts of human sexuality including physiological, social, psychological, and moral aspects will be studied. Such topics as dating, marriage, prenatal and postnatal care and intrafamily relationships leading to reduction of stress on family members are also to be included. Emphasis will be placed on communication skills-building. [Dual-listed with SW 4565.]

SW 5630. Programs and Services for Older Adults/(3). F. This course focuses on both policy and practice issues related to services for older adults. Drawing on research from both sociology and social work, the long-term impact of an aging society on social institutions as well as relevant modes of practice in addressing the needs of the older population are emphasized. (Same as SOC 5630.) [Dual-listed with SW 4630.]

SW 5700. Advanced Social Work Assessment/(3).F. Building on beginning practice skills developed in the MSW foundation year, this required course in the Individuals and Families concentration will provide students with advanced skills for conducting comprehensive, social work theory-based assessments of individuals, couples, and families across the life span. In preparation for interdisciplinary practice, various theoretical perspectives regarding assessment and diagnosis and common classifications of mental health disorders, including diagnostic criteria, will be explored. Prerequisites: successful completion of the MSW foundation curriculum (SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240).

SW 5710. Advanced Social Work Practice with Families/(3).F. This practice course in the Individuals and Families concentration builds on the two practice courses and other content from the MSW foundation year, and integrates content from the advanced assessment course taught in this concentration. It is designed to provide students with theory, intervention techniques, and practice skills for social work practice with families across the life span and in the context of larger environments. Prerequisites: successful completion of the MSW foundation curriculum (SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240).

SW 5720. Individuals and Families Field Practicum and Seminar I/(3).F. The field practicum consists of an agency experience that offers opportunities for advanced practice with children, adults, and families. Students will demonstrate advanced skills in assessment, intervention, and practice with children and adults using an ecological-systems and strengths-based perspective. The seminar will provide an opportunity for students to examine their practice and the influences of theory and policy on practice. Students will complete 240 hours in the practicum. Prerequisites: successful completion of the MSW foundation curriculum (SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240). Graded on an S/U basis.

SW 5730. Advanced Social Work Practice with Children and Adolescents/(3).S. This course is the second practice course in the Individuals and Families concentration under the MSW degree building on Advanced Social Work Practice with Families (SW 5710). It is designed to provide students with a theory, practice skills and techniques for social work practice with children and adolescents. Continued emphasis is given to a family systems theory and ecological systems and strengths-based perspective as it applies to treatment for children and adolescents within a social work practice context. Prerequisites: successful completion of SW 5700, SW 5710, and SW 5720.

SW 5740. Advanced Social Work Practice with Adults/(3).S. This course is the fourth required in the Individuals and Families concentration under the MSW degree. Building on content regarding advanced assessment and practice with
families in context, this course provides students with theory, intervention techniques, and practice skills for advanced social work practice with adults across the life span. Attention to the vast differences among adults, and to the meanings and influence of diverse cultures, organizations, and institutions, will serve as the framework for this course. Prerequisites: successful completion of SW 5700, SW 5710, and SW 5720.

**SW 5750. Individuals and Families Field Practicum and Seminar II/(3).S.** The field practicum consists of an agency experience that offers opportunities for advanced practice with children, adults, and families. Students will demonstrate advanced skills in assessment, intervention, and practice with children and adults using an ecological-systems and strengths-based perspective. The seminar will provide an opportunity for students to examine their practice and the influences of theory and policy on practice. Students will complete 240 hours in the practicum. Prerequisites: successful completion of SW 5700, SW 5710, and SW 5720. Graded on an S/U basis.

**SW 5810. Advanced Community Social Work Practice/(3).F.** This advanced course focuses on the social work principles of empowerment and social change as they apply to communities. Building upon the foundation introduction to macro community practice and related theories, students will gain a more detailed knowledge of the skills and strategies needed to engage effectively in community organizing, development and planning. Consistent with social work’s focus on oppressed and disenfranchised populations, students will explore the concept of community diversity, moving beyond the concept of race/ethnicity. Students will also gain advanced skills in the use of various community assessments. Prerequisites: successful completion of the MSW foundation curriculum (SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240).

**SW 5820. Social Welfare Organizational Management/(3).F.** Examines the social work professional issues and trends that influence planning and managing human service organizations, including organizational theories and conflict management. Prerequisites: successful completion of the MSW foundation curriculum (SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240).

**SW 5830. Community and Organizational Practice Field Practicum and Seminar I/(3).F.** The field practicum consists of an agency/organization experience that offers opportunities relative to community and organizational practice. Building on the skills and knowledge learned in the MSW foundation year, students will demonstrate advanced skills in working in the areas of community practice, nonprofit and public administration, and organizational management. The seminar will provide an opportunity for students to examine their practice and the influences of theory and policies on practice. Students will complete 240 hours in the practicum. Prerequisites: successful completion of the MSW foundation curriculum (SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240). Graded on an S/U basis.

**SW 5840. Nonprofit and Public Human Services Administration/(3).S.** This course provides students with the knowledge and skills to become effective leaders within nonprofit and public human service organizations. Students will have the opportunity to learn about key organizational issues such as organizational goals and objectives, strategic planning, personnel and Board management, fundraising, proposal writing, and budget development and oversight. Prerequisites: successful completion of SW 5810, SW 5820, and SW 5830.

**SW 5850. Community and Organizational Cultures/(3).S.** This advanced course in the Communities and Organizational Management concentration under the MSW degree builds on the theories of community from SW 5220 and SW 5810, and management skills and organizational theories from SW 5820. Students will develop the skills needed to critically analyze the nuances of organizational and community cultures from a social work perspective. Students will also gain advanced skill in applying social work concepts such as empowerment and social justice to their analysis. Finally, students will be exposed to a variety of tools for examining organizational and community culture and will explore social work interventions to form, maintain, change and manage organizational community cultures. Prerequisites: successful completion of SW 5810, SW 5820, and SW 5830.

**SW 5860. Community and Organizational Practice Field Practicum and Seminar II/(3).S.** The field practicum consists of an agency/organization experience that offers opportunities relative to community and organizational practice. Building on the skills and knowledge learned in the MSW foundation year, students will demonstrate advanced skills in working in the areas of community practice, nonprofit and public administration, and organizational management. The seminar will provide an opportunity for students to examine their practice and the influences of theory and policies on practice. Students will complete 240 hours in the practicum. Prerequisites: successful completion of SW 5810, SW 5820, and SW 5830. Graded on an S/U basis.
Master of Arts in Romance Languages, Spanish
Master of Arts in Romance Languages, Spanish (Teaching)
Graduate Certificate in Spanish
Graduate Minor in Romance Languages / Spanish
Department of Foreign Languages and Literatures
College of Arts and Sciences

Alexandra Sterling-Hellenbrand, Chair and Associate Professor
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MoserBA@appstate.edu

http://www.fll.appstate.edu/

The Department of Foreign Languages and Literatures offers the following graduate programs in Spanish:
- Master of Arts in Romance Languages, Spanish (Major Code: 228A/16.0999)
- Master of Arts in Romance Languages, Spanish (Teaching) (Major Code: 229*/16.0999) with concentrations in:
  - Community College Teaching/Spanish (229E)
  - Spanish, K-12 Teaching (M Level Licensure) (229D)[T]
- Graduate Certificate in Spanish (111A/16.0999)
- Graduate Minor in Romance Languages/Spanish (223/16.0999)

Courses in the following disciplines are offered through the Department of Foreign Languages and Literatures:
- FL: foreign languages and literatures courses
- FRE: French courses (see the French Program for course descriptions)
- SNH: Spanish courses

In addition, the Spanish programs include coursework offered by other departments as follows:
- CI: curriculum and instruction courses (see the Curriculum Specialist program for course descriptions)
- HE: higher education courses (see the Higher Education program for course descriptions)
- LSA: leadership in school administration courses (see the School Administration program for course descriptions)
- SPE: special education courses (see the Special Education program for course descriptions)

The Spanish degree programs provide graduate course work targeted toward the following professional populations:
- Spanish Certificate: students holding a baccalaureate degree in Spanish or a closely related field and a master’s degree who seek preparation for the credentials needed for teaching college-level Spanish.
- Spanish MA: students holding a baccalaureate degree in Spanish or a closely related field who seek preparation for further graduate study in these areas.
- Spanish Teaching MA (K-12 Teaching): teachers who hold or are eligible to hold the NC “A” certification and seek Master (M) Level Licensure, pursue continued state certification, and prepare to seek national teaching certification.
- Spanish Teaching MA (Community College Teaching): students holding a baccalaureate degree in Spanish or a closely related field who are preparing for teaching at the Community College level.

The programs strive to strengthen existing language skills through continued development of target language proficiency in listening, speaking, reading, and writing, to enhance students’ knowledge of the target culture, to develop a functional research capability and teaching skills, and to support practical experiences in using and teaching the target language.

Students entering the programs must:
- provide a writing sample in the target language (an original essay, personal statement, academic paper, undergraduate portfolio);
- prepare, under the supervision of a language professor on campus or elsewhere, an audiocassette where they respond orally in the target language to a series of questions;
- demonstrate credit for at least two literature courses and two culture courses taken at the undergraduate level.
Dual Certification (K-12) in French and Spanish: With approval from the departmental chair, teachers seeking dual certification in French and Spanish may develop a program of study containing 18 semester hours of course work in French and 18 semester hours in Spanish.

Students with Undergraduate Deficiencies: Graduate students who do not have adequate undergraduate credits may begin graduate study, IF, at the same time, they are completing the required undergraduate hours to fulfill the prerequisites and/or distribution regarding coursework in literature and culture. Students whose language proficiency is inadequate may be required to take appropriate courses prior to being recommended for Admission to Candidacy.

Study Abroad: Candidates for the M.A. are strongly encouraged to arrange a study abroad program of at least six weeks’ duration during the course of their studies. Students participating in established graduate-level programs abroad are encouraged to discuss course transfer requirements in advance with the advisor and the program director.

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN SPANISH (111A/16.0999)

Admission Requirements: Baccalaureate degree in Spanish or closely related field from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, and official transcripts from all colleges attended; writing sample in Spanish; audiotaped interview for evaluation of oral command of target language (see guidelines at: www.fll.appstate.edu); two undergraduate literature courses and two culture courses. International students must submit a writing sample in English, and must pass an oral interview in English.

Note: Only 9 hours of coursework from the certificate can be applied to a later MA program of study; students wishing to apply more hours from the certificate to a later MA must take the GRE.

Basic Criteria for Consideration: Cumulative Undergraduate GPA: 3.0 or higher; GPA in subject area: 3.2.

Hours: 18 semester hours
Location: On Campus, with some on-line offerings

Required Courses:

18 s.h. chosen from the following courses ............................................................. 18
(may include up to 3 hours of independent study and up to 6 hours of
special topics courses)
SNH 5001 Hispanic Children's and Adolescent Literature (3 s.h.)
SNH 5002 Masterpieces of Hispanic Art and Literature (3 s.h.)
SNH 5003 Hispanic Short Fiction (3 s.h.)
SNH 5023 Poetry in Spain and Latin America (3 s.h.)
SNH 5024 Theater and Performance in the Hispanic World (3 s.h.)
SNH 5026 Hispanic Cultural Studies (3 s.h.)
SNH 5027 The Media in Spain and Latin America (3 s.h.)
SNH 5500 Independent Study (3 s.h.)
SNH 5530-5549 Selected Topics (3 s.h.)
SNH 5555 History of the Spanish Language (3 s.h.)
SNH 5565 Advanced Spanish Expression (3 s.h.)

TOTAL HOURS FOR THE CERTIFICATE............................................... 18

PROGRAM OF STUDY FOR THE GRADUATE MINOR IN ROMANCE LANGUAGES/SPANISH (223/16.0999)

A graduate minor in Romance Languages/ Spanish consists of 8 to 12 semester hours selected from Spanish offerings (SNH) except for SNH 5989.
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN ROMANCE LANGUAGES, SPANISH (Major Code: 228A/16.0999)

Admission Requirements: Baccalaureate degree in Spanish or a closely related field from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; writing sample in Spanish; audiotaped interview for evaluation of oral command of Spanish (see guidelines at: www.fll.appstate.edu); two undergraduate literature courses and two culture courses. International students must submit a writing sample in English, and must pass an oral interview in English.

Basic Criteria for Consideration: Cumulative Undergraduate GPA: 3.0; GPA in subject area: 3.2; Official GRE scores from ETS. No minimum scores have been established.

Hours: 30 semester hours
Location: On Campus

Required Courses:
- FL 5590 Issues in Teaching Foreign Languages and Cultures ........................................... 3
  (can be waived for students who are not holding teaching assistantships.)
- SNH 5000 Research and Critical Theory ............................................................................. 3
- SNH 5999 Thesis .................................................................................................................. 3
REQUIRED HOURS ........................................................................................................... 6 or 9

Elective Courses: (Students must elect at least 21 semester hours from the following)
- SNH 5001 Hispanic Children’s and Adolescent Literature (3 s.h.)
- SNH 5002 Masterpieces of Hispanic Art and Literature (3 s.h.)
- SNH 5003 Hispanic Short Fiction (3 s.h.)
- SNH 5023 Poetry in Spain and Latin America (3 s.h.)
- SNH 5024 Theatre and Performance in the Hispanic World (3 s.h.)
- SNH 5026 Hispanic Cultural Studies (3 s.h.)
- SNH 5027 The Media in Latin America and Spain (3 s.h.)
- SNH 5555 History of the Spanish Language (3 s.h.)
- SNH 5565 Advanced Spanish Expression (3 s.h.)
Electives (FL 5530-5549, FL 5601, SNH 5500, SNH 5530-5549), chosen with the approval of the Advisor or the Program Director (0-6 s.h.)

ELECTIVE HOURS ........................................................................................................... 21-24

TOTAL HOURS FOR THE MA DEGREE ........................................................................... 30

Thesis: Required
Proficiency: Proficiency in Spanish is required.
Comprehensive: Each M.A. candidate develops a portfolio of representative work generated in the course of the M.A. program. The portfolio contains fully revised versions of the candidate’s best work produced for all classes in the content area, and serves as the basis for a one-hour oral comprehensive examination. For specific guidelines see http://www.fll.appstate.edu.
Product of Learning: None required
SPANISH

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PROGRAM OF STUDY FOR THE MASTER OF ARTS IN ROMANCE LANGUAGES, SPANISH TEACHING
(Major Code: 229*)

Admission Requirements: Baccalaureate degree in Spanish or a closely related field from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended; writing sample in Spanish; audiotaped interview for evaluation of oral command of target language (see guidelines at: www.fll.appstate.edu); two undergraduate literature courses and two culture courses. International students must submit a writing sample in English and must pass an oral interview in English.

K-12 Teaching Concentration Applicants: You must provide evidence of NC “A” licensure or the equivalent from another state prior to admission.

Basic Criteria for Consideration: Cumulative Undergraduate GPA: 3.0 or higher; GPA in subject area: 3.2; Official GRE scores from ETS. No minimum scores have been established.

Hours: 36 semester hours

Enrollment Location: On Campus, with some on-line offerings

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FL 5590</td>
<td>Issues in Teaching Foreign Languages and Cultures</td>
<td>3</td>
</tr>
<tr>
<td>FL 5601</td>
<td>Bilingualism and Second Language Acquisition</td>
<td>3</td>
</tr>
</tbody>
</table>

REQUIRED HOURS: 6

Concentration: (CHOOSE ONE)

SPANISH COMMUNITY COLLEGE TEACHING (DOES NOT LEAD TO LICENSURE) (229E)

Students must select a total of 6 semester hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 5420</td>
<td>The Community College (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>HE 5430</td>
<td>Organization and Administration of Postsecondary Education (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>HE 5440</td>
<td>Instruction in Postsecondary Institutions (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>HE 5630</td>
<td>The Adult Learner (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>HE 5810</td>
<td>Planning Educational Programs (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>HE 6631</td>
<td>Teaching and Learning in Postsecondary Education (3 s.h.)</td>
<td></td>
</tr>
</tbody>
</table>

SPANISH, K-12 TEACHING (NC “M” TEACHER LICENSURE) (229D)[T]

+Leads to NC Teacher Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs. Students must complete 3 education courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FL 5525</td>
<td>Product of Learning</td>
<td>3</td>
</tr>
<tr>
<td>CI 5045/SPE 5045</td>
<td>Advanced Topics in Diversity</td>
<td>3</td>
</tr>
<tr>
<td>CI 5585/LSA 5585</td>
<td>Teacher Leadership and School Improvement</td>
<td>3</td>
</tr>
</tbody>
</table>

CONCENTRATION HOURS: 6 or 9

Elective Hours: Students must select 21 to 24 semester hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SNH 5001</td>
<td>Hispanic Children’s and Adolescent Literature</td>
<td>3</td>
</tr>
<tr>
<td>SNH 5002</td>
<td>Masterpieces of Hispanic Art and Literature</td>
<td>3</td>
</tr>
<tr>
<td>SNH 5003</td>
<td>Hispanic Short Fiction</td>
<td>3</td>
</tr>
<tr>
<td>SNH 5023</td>
<td>Poetry in Spain and Latin America</td>
<td>3</td>
</tr>
<tr>
<td>SNH 5024</td>
<td>Theater and Performance in the Hispanic World</td>
<td>3</td>
</tr>
<tr>
<td>SNH 5026</td>
<td>Hispanic Cultural Studies</td>
<td>3</td>
</tr>
<tr>
<td>SNH 5027</td>
<td>The Media in Latin America and Spain</td>
<td>3</td>
</tr>
<tr>
<td>SNH 5555</td>
<td>History of the Spanish Language</td>
<td>3</td>
</tr>
<tr>
<td>SNH 5565</td>
<td>Advanced Spanish Expression</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (FL 5530-5549, SNH 5500, SNH 5530-5549), chosen with the approval of the Advisor or the Program Director...0-6

ELECTIVE HOURS: 21 or 24

TOTAL HOURS FOR THE MA DEGREE: 36
**Thesis**: None required

**Proficiency**: Proficiency in Spanish is required.

**Comprehensive**:
- **Community College Track**: Each M.A. candidate develops a portfolio of representative work generated in the course of the M.A. Program. The portfolio contains fully revised versions of the candidate's best work produced for all classes in the content area, and serves as the basis for a one-hour oral comprehensive examination. Refer to specific guidelines for the portfolio at: www.fll.appstate.edu.
- **K-12 Teaching Track**: Requirement is fulfilled via successful presentation of the Product of Learning.

**Product of Learning**:
- **Community College Track**: Not required.
- **K-12 Teaching Track**: Requirement is fulfilled via successful completion and presentation of the Product of Learning. Refer to specific guidelines for the Product of Learning at: http://www.fll.appstate.edu.

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**GRADUATE COURSES IN FOREIGN LANGUAGES AND LITERATURES (FL)**

**FL 5500. Independent Study/(1-3).F;S.**

**FL 5525. Product of Learning/(3).On Demand.** An on-going research/pedagogical project in thesis or portfolio form. Graded on an S/U basis.

**FL 5530-5549. Selected Topics/(1-4).On Demand.**

**FL 5550. Structure of Modern English for TESL/(3).On Demand.** This course will investigate the structure of the English language from the viewpoint of modern linguistics. Focus will be placed on the role of grammar in the second language classroom and methods of teaching grammar in a communicative context. Prerequisites: two years of foreign language and FL 2050. [Dual-listed with FL 4550.]

**FL 5551. Materials and Methods in TESL/(3).On Demand.** A survey of various methods and materials to teach English to speakers of other languages. Discussion will focus on factors affecting how curricula are developed to most effectively teach speaking, listening, reading, writing, and culture to ESL students. Central to this course will be: an emphasis on various methods used to teach ESL holistically and in the context of a particular content; assessment; materials and resources; and the growth and development of the field of ESL. Prerequisites: two years of foreign language and FL 2050. [Dual-listed with FL 4551.]

**FL 5555. Practicum in TESL/(3).On Demand.** This course provides future ESL teachers with experience teaching English to speakers of other languages in a supervised setting. As a part of this course, students complete a project/portfolio for use in future instruction. Prerequisites: two years of foreign language and FL 2050, FL 3010, FL 3020, FL 5550. May be taken concurrently with FL 5551. [Dual-listed with FL 4555.]

**FL 5590. Issues in Teaching Foreign Languages and Cultures/(3).F.Alternate Years.** An examination of current methodologies for teaching and research in second language learning across varied instructional settings, with practical applications that reflect an evolving standard of professionalism for foreign language teachers. A textbook along with recent publications on the National Standards for Language Teaching are the core readings for the course, with additional articles placed on reserve in the Library. Offered alternate years with FL 5601.

**FL 5600. Linguistics/(3).SS.** Study of sounds/intonation, word formation, syntax, semantics, pragmatics and their application to learning a second language. Different theoretical approaches will be explained. Students will apply linguistic concepts to problems in a variety of languages. The course will also demonstrate how linguistics analyzes dialects and resolves problems of language learning and teaching.

**FL 5601. Bilingualism and Second Language Acquisition/(3).F.Alternate Years.** An examination of competing views of second language acquisition which inform the way foreign languages are taught. Introduction to a variety of research methods and practices typically used to study and assess student learning. The course culminates in the design of a second-language acquisition project by the student. Offered alternate years with FL 5590.
GRADUATE COURSES IN SPANISH (SNH)

SNH 5000. Research and Critical Theory / (3). On Demand. Overview of source materials and advanced research methodologies in foreign languages. Study of the various critical movements and disciplinary approaches to language and literature. Practical application of methods for uncovering, evaluating, organizing, and reporting of source material. (Same as FRE 5000.)

SNH 5001. Hispanic Children’s and Adolescent Literature / (3). F. Critical readings of literary works in different genres written for children and adolescents. Study of the evolution and theory of children’s and adolescent literature in Latin America and Spain. Special focus on the cultural background, cross-cultural ties, and pedagogy of children’s and adolescent literature. [Dual-listed with SNH 4001.]

SNH 5002. Masterpieces of Hispanic Art and Literature / (3). S. Study of seminal works in Spanish and Latin American art and literature, and their literary and cultural impact. Cross-disciplinary approach, taking into account the social, cultural, political, and historical context and impact of texts and objects. Barring duplication of content, the course may be repeated once.

SNH 5003. Hispanic Short Fiction / (3). S. A study of the short story in Hispanic literature, which will examine the genre from a cultural and literary perspective. Readings and commentary of selected short stories, especially by women and ethnic authors, will trace the history of the genre and explore its main themes. Primary sources will be complemented by literary historical and critical readings. [Dual-listed with SNH 4003.]

SNH 5023. Poetry in Spain and Latin America / (3). F. A study of Hispanic poetry, which will examine the formal and thematic characteristics of the genre through some of the most meaningful texts by Spanish and Latin American poets. The course includes readings and commentaries of poems as vehicles of cultural diversity and self-expression. Special focus is on the pedagogical potential of poetry in the second language learning process.

SNH 5024. Theater and Performance in the Hispanic World / (3). S. The course offers an examination of Latin American and Spanish plays and performances from an interdisciplinary perspective, and within the context of Hispanic culture and history. Students will study Hispanic plays and performances as texts, spectacles, and learning tools.

SNH 5026. Hispanic Cultural Studies / (3). F. Reading and analysis of articles, books, comics, movies and songs which enable understanding of historical and current cultural issues. The course offers a critical analysis of common definitions and concepts of Hispanic culture, and will provide the opportunity to gain new perspectives relative to literary and cultural artifacts.

SNH 5027. The Media in Latin America and Spain / (3). S. Study of newspapers, magazines, music, TV programs, and films as products and producers of culture in Spain and Latin America. The course will provide students with the opportunity to acquaint themselves with theoretical approaches to media, and will allow them to develop practical applications of various media in the instructional process.

SNH 5500. Independent Study / (1-3). On Demand.

SNH 5530-5549. Selected Topics / (1-4). On Demand.

SNH 5555. History of the Spanish Language / (3). S. Study of the evolution of the Spanish language, with particular emphasis on the history of standardized Spanish and the development of regional variations of spoken Spanish. The approach takes into account the social, cultural, and political factors that have contributed to linguistic change and have shaped the complex fabric of historical and contemporary varieties of Spanish. [Dual-listed with SNH 4555.]

SNH 5565. Advanced Spanish Expression / (3). On Demand. An advanced language course where students will have the opportunity to perfect their mastery of the spoken and written language. Students will explore different writing genres and model their work on the literary and cultural narratives written by experienced Spanish writers, and will be provided with the
necessary tools to develop their oral language skills. Prerequisites: senior or graduate standing and SNH 3080, or consent of the instructor. [Dual-listed with SNH 4565.]

**SNH 5989. Graduate Research/(1-9).F;S.** This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. SNH 5989 does not count toward a degree.

**SNH 5999. Thesis/(3).On Demand.** Graded on an S/U basis.
The Department of Language, Reading and Exceptionalities offers the following graduate programs related to special education:

- **Master of Arts in Special Education** (Major Code: 476*/13.1001), with three concentrations:
  - Intellectual Disabilities (Mental Retardation) (476B) [T]
  - Learning Disabilities (476C) [T]
  - Emotional/Behavioral Disorders (476D) [T]
- **Master of Arts in Special Education: Teaching Parent Specialty** (Major Code: 484A/13.1001)

In addition, the Department of Language, Reading and Exceptionalities houses programs in Communication Disorders and Reading Education; these programs are detailed in separate sections in this bulletin. The Department also cooperates with the Departments of Family and Consumer Sciences and Curriculum and Instruction to offer the M.A. degree in Child Development: Birth-Kindergarten. The degree is coordinated and conferred by the Department of Family and Consumer Sciences. See the Child Development program for information.

The Department of Language, Reading and Exceptionalities includes professionals in Communication Disorders, Reading/Language Arts, and Special Education. This enables the department to provide innovative programs focusing, in a transdisciplinary fashion, on all facets of language, reading, and specific areas of exceptionality. All students pursuing programs in the Department of Language, Reading and Exceptionalities must satisfy the Reich College of Education’s and the Graduate School’s requirements pertaining to admission, proficiencies, and licensure.

Courses in the following disciplines are offered through the Department of Language, Reading, and Exceptionalities:

- CD: communication disorders (see the Communication Disorders program for course descriptions)
- RE: reading education (see the Reading Education program for course descriptions)
- SPE: special education

In addition, the Special Education programs include coursework offered by other departments as follows:

- CI: curriculum and instruction courses (see the Curriculum Specialist program for course descriptions)
- RES: educational research courses (see the School Administration program for course descriptions)

The Master of Arts degree in Special Education with concentrations available in Intellectual Disabilities (Mental Retardation) (476B), Learning Disabilities (476C), and Emotional/Behavioral Disorders (476D), prepares teachers and others to work with students with intellectual disabilities (mental retardation), learning disabilities, and/or emotional or behavioral disorders. Persons graduating from the program will have fulfilled the competencies required for the advanced competencies licensure from the North Carolina Department of Public Instruction and be eligible for employment in a variety of special education settings to include public and private schools. Students will be expected to complete products of learning to demonstrate skills of a master teacher. Students complete a portfolio and action research project for the degree.

**Location of Program 476*:** The Special Education program (Intellectual Disabilities (Mental Retardation) (476B), Learning Disabilities (476C), and Emotional/Behavioral Disorders (476D)) is offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started periodically, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Extension and Distance Education:

The Master of Arts degree in Special Education: Teaching Parent Specialty (484A) is unique in the state. Individuals in the program are prepared to develop and carry out community-based programs for youths who are emotionally disturbed and delinquent. They are also prepared to act as surrogate parents and to provide in-service education for parents, teachers, and public agency personnel.

**Location of Program 484A:** The Teaching Parent Specialty is offered through the Appalachian Family Innovations Center. Courses are arranged through the Program Director, Dr. Timbers, and the location of coursework is determined in consultation with him.
SPECIAL EDUCATION

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN SPECIAL EDUCATION+ (Major Code: 476*/13.1001 [T])

+Advanced Licensure: Requirements for this concentration were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Admission Requirements: Baccalaureate degree from an accredited college or university; North Carolina “A” teaching license or the equivalent from another state; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu], including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended; a letter of intent addressed to the reading faculty specifying current teaching position, if applicable, and teaching goals, as well as reasons for seeking admission to the reading program.

Basic Criteria for Consideration:
GPA of 3.0 cumulative or in the last 60 hours of undergraduate work and official GRE scores or official MAT scores. OR Cumulative GPA or last 60 hours GPA below 3.0 but above 2.69, and minimum MAT score of 349 (old exam 33) or GREV + GREQ = 800; essay (Obtain prompt from the graduate school.)

Hours: 39 semester hours
Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI/SPE 5045</td>
<td>Advanced Topics in Diversity</td>
<td>3</td>
</tr>
<tr>
<td>SPE 5030</td>
<td>Research Informing Practice in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPE 5205</td>
<td>Inclusion</td>
<td>3</td>
</tr>
<tr>
<td>SPE 5584</td>
<td>Special Education Law and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>SPE 5595</td>
<td>Individual Differences</td>
<td>3</td>
</tr>
<tr>
<td>SPE 5610</td>
<td>Advanced Studies in Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>SPE 5630</td>
<td>Collaboration and Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>SPE 5640</td>
<td>Individual Planning at the Secondary Level</td>
<td>3</td>
</tr>
<tr>
<td>SPE 5900</td>
<td>Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

REQUIRED HOURS .......................................................... 30

Concentrations: (CHOOSE ONE)

EMOTIONAL/BEHAVIORAL DISORDERS CONCENTRATION (476B):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 5210</td>
<td>Psychoeducational Approaches to Emotional/Behavioral Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPE 5646</td>
<td>Advanced Studies in Emotional and Behavioral Disorders</td>
<td>3</td>
</tr>
</tbody>
</table>

INTELLECTUAL DISABILITIES (MENTAL RETARDATION) CONCENTRATION(476C):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 5230</td>
<td>Assessment and Instruction of Individuals with Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 5626</td>
<td>Advanced Studies in Intellectual Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

LEARNING DISABILITIES CONCENTRATION (476D):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 5220</td>
<td>Characteristics, Assessment, &amp; Identification of Individuals with Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 5636</td>
<td>Advanced Studies in Learning Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

CONCENTRATION HOURS .................................................. 6

Guided Electives (5000 level or above):
(Chosen in consultation with the advisor from special education and related areas such as reading, curriculum and instruction, psychology, communication disorders, and child development.)

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ELECTIVE HOURS .................................................. 3</td>
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</tbody>
</table>

Thesis: None required
Proficiency: None required
Comprehensive: None required
Product of Learning: Professional Portfolio and Action Research Project
MASTER OF ARTS IN SPECIAL EDUCATION: TEACHING PARENT SPECIALTY (Major Code: 484A/13.1001)

Note: This special program has extremely limited enrollment; interested persons should contact the program director, Dr. Gary Timbers, 828-433-7176, prior to applying.

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration:
GPA of 3.0 cumulative or in the last 60 hours of undergraduate work and official GRE scores or official MAT scores. OR Cumulative GPA or last 60 hours GPA below 3.0 but above 2.69, and minimum MAT score of 349 (old exam 33) or GREV + GREQ = 800.

Hours: 30 semester hours with thesis; 36 without thesis Location: Off Campus

Required Courses:
- RES 5000 Research Methods .......................................................... 3
- SPE 5100 Field Training in the Teaching-Family Model ...................... 3
- SPE 5101 Advanced Field Training in the Teaching-Family Model .......... 3
- SPE 5200 Teaching Communication and Problem Solving Strategies Within the Teaching-Family Model .................................................. 3
- SPE 5400 Advanced Readings in Organization and Administration of Community-Based Treatment Programs .......................... 3
- SPE 5500 Independent Study ........................................................... 0-3
- SPE 5610 Advanced Studies in Classroom Management .................. 3
- SPE 5700 Introduction to the Teaching-Family Model ...................... 3
- SPE 5900 Internship .................................................................. 6

REQUIRED HOURS .............................................................................. 27-30

Thesis Options: (CHOOSE ONE)
WITH THESIS (12 s.h. required)
- SPE 5999 Thesis ........................................................................... 3

WITHOUT THESIS (15 s.h. required)
Guided Electives (5000 level or above) .............................................. 6-9
Chosen with the graduate advisor’s approval. See the Reading Education, Adult Literacy concentration checksheet for a list of suggested elective courses.

THESIS OPTIONS HOURS .................................................................. 3 or 6-9

TOTAL HOURS FOR MA DEGREE ........................................... 30 (with thesis)
or 36 (without thesis)

Thesis: Optional
Proficiency: None required
Comprehensive: Required
Product of Learning: None required
SPE 5030. Research Informing Practice in Special Education/(3).F. This course introduces areas of educational research and school improvement. The aim of this class is to develop educators’ knowledge and skills in research techniques to use in classrooms. This course covers qualitative, quantitative, and single-subject design research methods, focusing on interpretation and application relating to special education classroom practice. In addition, this course gives students an understanding of how to interpret educational research and how to use it to develop evidence-based interventions in their classrooms. Students develop an action research project that will be implemented in their school/classroom during their internship.

SPE 5040. Teacher as Researcher/(3).F;S. This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research. (Same as CI 5040/ FDN 5040/RE 5040.)

SPE 5045. Advanced Topics in Diversity/(3).F. A framework of theories on diversity and multicultural issues is constructed in this course. From these theories, practical applications will be derived. Research focusing on creating productive and equitable learning environments, on best practices collaboration, and on instructional accommodations and modifications will be examined. (Same as CI 5045.)

SPE 5100. Field Training in the Teaching-Family Model/(3).On Demand. A field oriented course involving supervised implementation of the Teaching-Family Model treatment approach. Evaluations by both consumers and professionals in the field will be utilized as part of the training sequence.

SPE 5101. Advanced Field Training in the Teaching-Family Model/(3).On Demand. This field oriented course is offered for those successfully completing the prerequisite field training course. The course is aimed at helping the student refine and modify her/his use of the Teaching-Family Model Treatment program. Prerequisite: SPE 5100.

SPE 5111. Advanced Developmental Assessment and Program Evaluation for Children/(3).F. This course is designed to provide students with skills and knowledge in assessing the development of children, and the interests, concerns, and priorities of families. Students will collect data for the purpose of monitoring children’s progress, family outcomes, and program effectiveness. (Same as CI 5111/FCS 5111.)

SPE 5112. Advanced Developmental Curriculum and Instruction for Young Children/(3).S. This course is designed to provide students with advanced skills and knowledge in application of a research base to design, adapt and evaluate curriculum and environments suitable for the integration of infants, toddlers, preschool and kindergarten children of various developmental levels and abilities in inclusive settings. (Same as CI 5112/FCS 5112.)

SPE 5113. Seminar: Issues in Birth through Kindergarten Education/(3).F. This seminar is designed to build leadership skills to enable the student to consult and collaborate with other professionals. It will permit the development of depth and breadth in professional growth as well, and provide the foundation for life-long learning for the advancement of knowledge in the field of early childhood education and early intervention. (Same as CI 5113/FCS 5113.)

SPE 5200. Teaching Communication and Problem Solving Strategies Within the Teaching-Family Model/(3).On Demand. Basic counseling strategies and problem-solving skills especially related to the Teaching-Family Model will be offered. Emphasis will be placed on working with emotionally disturbed and delinquent youths and their families in the context of residential treatment.

SPE 5205. Inclusion/(3).F;S. This course examines inclusion as it relates to students with disabilities and how to integrate them into general education classrooms and K-12 schools. Current issues, collaborative relationships, and effective teaching and modification approaches for all students will be discussed. Prerequisite: SPE 5395 or permission of the instructor. [Dual-listed with SPE 4205.]

SPE 5210. Psychoeducational Approaches to Emotional/Behavioral Disorders/(3).F. This course covers theories of working with children and youth with behavioral disorders. Psychodynamic, humanistic, and behavioral strategies are examined and applied through readings, small and large group discussions, and analysis of articles and media. A theoretical foundation is built through a review of contrasting perspectives.
SPE 5220. Characteristics, Assessment, and Identification of Individuals with Learning Disabilities/(3).F. This course provides advanced knowledge about the causes, definitions and identification of students with learning disabilities. Students receive in-depth instruction in the administration of both standardized and informal assessments and their modifications.

SPE 5230. Assessment and Instruction of Individuals with Intellectual Disabilities/(3).F. This course identifies, reviews, and analyzes current research and literature related to the study of intellectual disabilities/mental retardation. The course also provides in-depth study in ecological assessment and individualized curriculum development for individuals with intellectual disabilities/mental retardation, and it also provides in-depth study and examination of the social construction of mental retardation in society.

SPE 5400. Advanced Readings in Organization and Administration of Community-Based Treatment Programs/(3).On Demand. To expand the student's knowledge of the organization and administration of community based programs. Emphasis will be placed on the process of organizing, administering, and implementing treatment programs for troubled youths.


SPE 5530-5549. Selected Topics/(1-4).On Demand.

SPE 5562. Methods for Educating the Severely Handicapped/(3).On Demand. Principles and procedures used to program instruction for the severely handicapped are presented and evaluated as to their effectiveness. Students are required to design and implement an instructional program with a severely handicapped person. Corequisite: SPE 5564.

SPE 5564. Curriculum for the Severely Handicapped/(3).On Demand. The selection of instructional programs appropriate for use with the severely handicapped is emphasized. The student identifies strengths and weaknesses of educational programs and makes recommendations for their use with severely handicapped persons. Corerequisite: SPE 5562.

SPE 5584. Special Education Law and Leadership/(3).F. This course introduces the student to educational leadership and examines various leadership and organizational styles. Students will articulate their personal leadership philosophy and vision. The course also examines current research and literature on leadership in schools, educational reform initiatives, and legal issues. The process of IEP writing from both a legal and leadership perspective will be included.

SPE 5592. Advanced Medical Aspects of Disability/(3).On Demand. What constitutes severe disability, its effect on the individual and multidisciplinary approaches to amelioration. Disabilities will include epilepsy, spinal cord and brain injuries, degenerative diseases, and their sequelae.

SPE 5595. Individual Differences/(3).F:S. This course will provide an overview of the field of special education with emphasis on mental retardation, learning disabilities, and emotional disabilities.

SPE 5600. Seminar in Special Education/(3).On Demand. This course explores the current research in issues and controversies in the field of special education.

SPE 5610. Advanced Studies in Classroom Management/(3).On Demand. This course is an exploration of the literature and practices that are concerned with managing a classroom so that effective teaching can occur. This course discusses the theories developed for classroom control, then translates these theories into practical intervention techniques, both for individual students and classroom groups.

SPE 5620. Managing Curriculum for Mentally Retarded Students in Special and Regular Settings/(3).On Demand. The in-depth study of curriculum design and management for mildly and moderately mentally retarded students in special and regular classroom settings, from preschool through secondary levels.

SPE 5626. Advanced Studies in Intellectual Disabilities/(3).S. This course is designed to identify, review and analyze current research and literature related to the study of intellectual disabilities (mental retardation). The course also provides in-depth study in assessment, curriculum, and the planning, implementation, and evaluation of instruction for students with intellectual disabilities. Prerequisite: SPE 5230 or permission of the instructor.
SPE 5630. Collaboration and Advocacy/(3).F. This course is designed to examine issues and effective practices of collaboration, consultation, and advocacy among families, community service representatives, and professionals.

SPE 5636. Advanced Studies in Learning Disabilities/(3).S. This course is designed to identify, review and analyze current research and literature related to the study of learning disabilities. This course provides in-depth study in assessment, curriculum, and the planning, implementation, and evaluation of instruction for students with learning disabilities. Prerequisite: SPE 5220 or permission of the instructor.

SPE 5640. Individualized Planning at the Secondary Level/(3).F. In this course, current research and literature related to secondary special education and transition issues are identified, reviewed and analyzed. Longitudinal planning is explored through topics including drop-out prevention, career development theory, person-centered transition planning, assessment, and best practices.

SPE 5646. Advanced Studies in Emotional and Behavioral Disorders/(3).S. An advanced course designed to examine critically educational literature concerning teaching students with emotional and behavioral disorders. Relationships between theory, philosophy, research findings, and current practice are analyzed. Prerequisite: SPE 5210 or permission of the instructor.

SPE 5648. Psychoeducational Approaches in the Study of Emotional Disturbance/(3).On Demand. An investigation of psychoeducational explanations of behavior and the ways these explanations find expression in interventions with children. Emphasis placed on operational models and techniques to be utilized in a variety of settings with emotionally disturbed children.

SPE 5700. Introduction to the Teaching-Family Model/(3).On Demand. An introduction to the philosophy and implementation of the Teaching-Family Model treatment approach. Emphasis will be placed on meeting the needs and remediating problems of emotionally disturbed and delinquent youth. [Dual-listed with SPE 4700.]

SPE 5900. Internship/(6).F;S. This course offers graduate students the opportunity to design, implement, and evaluate a research project with individuals with special needs. Graded on an S/U basis. Prerequisite: application and permission of the advisor.

SPE 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. SPE 5989 does not count toward a degree.


SPE 7120. Issues and Trends in Special Education/(3).On Demand. The examination of issues and trends in special education, with emphasis on categories and classifications; medical, psychological, technological, and socio-cultural factors; and, promising research and practices.

SPE 7121. Organizational Design and Implementation of Special Education Programs/(3).On Demand. The critical study of the design and implementation of public school special education programs, with emphasis on present and emerging program models, instructional leadership, legislation, and professionalism.

SPE 7989. Doctoral Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing doctoral research. Graded on an S/U basis. SPE 7989 does not count toward a degree.
Master of Arts in Industrial Technology  
Master of Arts in Technology Education  
Department of Technology  
The College of Fine and Applied Arts

Sidney G. Connor, Chair and Professor  
Ph.D., Kansas State University  
ConnorSG@appstate.edu

Marie C. Hoepfl, Program Director and Professor  
Ed.D., West Virginia University  
HoepflMC@appstate.edu

http://www.technology.appstate.edu/

The Department of Technology offers courses in a variety of technical areas, including appropriate technology, building science, industrial design, furniture studies, graphic arts and imaging technology, interior design, technical photography, technology education, and trade and industrial education. Students in the graduate program have the opportunity to develop prerequisite and advanced technical skills in relation to specific concentration areas. Emphasis at the graduate level includes leadership, research, and human relations skill development. A team-based, problem-solving approach to course work and research is stressed. Practical experiences from industry and/or education are integrated into the core courses. The program’s aim is to foster philosophies for lifelong learning and skills for being effective in environments involving continual change. Graduates of the Department of Technology are prepared for careers in fields such as industrial training, building science management, technical sales, print production management, secondary school teaching, community college teaching, or for continuing education at the doctoral level.

The Technology Department offers the following graduate degree programs:
- Master of Arts in Industrial Technology (Major Code: 538*/15.0612) with four concentrations:
  - Appropriate Technology (538C)
  - Building Science (538D)
  - Graphic Arts and Imaging Technology (538E)
  - Technical Communications (538H)
- Master of Arts in Technology Education (Major Code: 546*/13.1309) with two concentrations:
  - Community College Teaching (546B)
  - Secondary School Teaching (546S)

Courses in the following disciplines are offered through the Department of Technology:
- GRA: graphic arts and imaging technology courses
- IND: industrial design courses
- TEC: technology courses

In addition, the Technology programs include coursework offered by other departments as follows:
- CI: curriculum and instruction courses (see the Curriculum Specialist program for course descriptions)
- FDN: foundations of education courses (see the School Administration program for course descriptions)
- HE: higher education courses (see the Higher Education program for course descriptions)
- PSY: psychology courses (see the General Experimental Psychology program for course descriptions)
- RES: educational research courses (see the School Administration program for course descriptions)

The Technology Education Master of Arts curriculum includes knowledge, concepts, and experiences that help the student interpret and manage the requirements of education in a technological society. Emphasis at the graduate level includes instructional leadership and human relations skill development. A team-based problem-solving approach to course work and research is stressed. Field-based experiences in education are integrated into required courses. The program’s aim is to assist candidates in becoming teacher-leaders who can help bring about school improvement and increased student learning.

NOTES FOR MA DEGREE STUDENTS

A. Requirements for admission to candidacy: Satisfactory completion of FDN 5000 or TEC 5000; Completion of 8 s.h. of graduate course work with at least a 3.0 GPA; Completion of an approved Program of Study, which is filed with the graduate coordinator; Students pursuing the Master of Arts in Technology Education with a concentration in Secondary School Teaching (546S)[T] must complete all requirements for licensure prior to completing the degree program.

B. Independent study courses are not to be taken before admission to candidacy is completed.
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN INDUSTRIAL TECHNOLOGY (THESIS OPTION)
(Major Code: 532A/15.0612)

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: (Undergraduate GPA from last 60 hours X 400) + GRE V + GRE Q = 2000
Applicants who have work experience but who do not meet the above criteria may be eligible for admission after an evaluation of the following: Interview; Work experience; Written statement of goals

Hours: 30 semester hours
Location: On Campus

Required Courses:
- TEC 5000 Research in Technology ................................................................. 3
- TEC 5119 Industrial Leadership, Organization, and Communication .................. 3
- TEC 5129 Project Management ........................................................................... 3
- TEC 5139 Technology and Culture ..................................................................... 3
- TEC 5670 Seminar ............................................................................................. 0
- TEC 5809 Research and Development in Technical Areas .................................. 3
- TEC 5909 Computer Uses for Industrial Research and Development ............... 3
- TEC 5999 Thesis ............................................................................................... 2-4

REQUAED HOURS .......................................................................................... 20-22

Approved Electives (5000 level or above): (8-10 s.h.)
(To be selected in consultation with the student’s graduate committee.)

ELECTIVE HOURS ..................................................................................... 8-10

TOTAL HOURS FOR THE MA DEGREE ................................................. 30

Thesis: Required
Proficiency: None required
Comprehensive: Thesis Proposal (end of first year) and Thesis Defense. Students in this major will select their thesis committee and defend their thesis proposal in a scheduled meeting. During the last one-third of the program and at least 14 calendar days prior to the last day of classes for the semester, there will be an oral defense of the thesis. Students writing a thesis should follow the guidelines and deadlines developed by the Graduate School in the THESIS HANDBOOK, as well as departmental guidelines.
Product of Learning: None required
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN INDUSTRIAL TECHNOLOGY (NON-THESIS OPTION) (Major Code: 538*/15.0612)

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: (Undergraduate GPA from last 60 hours X 400) + GRE V + GRE Q = 2000
Applicants who have work experience but who do not meet the above criteria may be eligible for admission after an evaluation of the following: Interview; Work experience; Written statement of goals

Hours: 36 semester hours Location: On Campus

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEC 5000</td>
<td>Research in Technology</td>
<td>3</td>
</tr>
<tr>
<td>TEC 5119</td>
<td>Industrial Leadership, Organization, and Communication</td>
<td>3</td>
</tr>
<tr>
<td>TEC 5129</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>TEC 5139</td>
<td>Technology and Culture</td>
<td>3</td>
</tr>
<tr>
<td>TEC 5670</td>
<td>Seminar</td>
<td>0</td>
</tr>
<tr>
<td>TEC 5809</td>
<td>Research and Development in Technical Areas</td>
<td>3</td>
</tr>
<tr>
<td>TEC 5909</td>
<td>Computer Uses for Industrial Research and Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**REQUIRED HOURS** ........................................................................... 18

**Concentration Course Requirements:** (9-12 s.h.) ................................................................. 9-12
Each program of study will include 9-12 s.h. of course work (5000 level or above) selected from the specified list of courses for each of the following concentrations:

- Appropriate Technology (538C),
- Building Science (538D),
- Graphic Arts and Imaging Technology (538E), and
- Technical Communications (538H).

(See the Graduate Coordinator in the Department of Technology for the specified lists.)

**Approved Electives:** (6-9 s.h. of 5000 level coursework chosen in consultation with an advisor) ...................... 6-9

**TOTAL HOURS FOR THE MA DEGREE** .............................................. 36

**Thesis:** None required

**Proficiency:** None required

**Comprehensive:** Core exam (end of first year) and Oral Presentation for Technical Competencies - Students selecting the non-thesis option will have a written and oral exam covering information from the core classes. During the last one-third of the program and at least 14 calendar days prior to the date the candidate receives the degree, there will be an oral presentation of technical competencies to the program committee.

**Product of Learning:** None required
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN TECHNOLOGY EDUCATION WITH A CONCENTRATION IN COMMUNITY COLLEGE TEACHING (Major Code: 546*/13.1309; Concentration Code: 546B)

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: (Undergraduate GPA from last 60 hours X 400) + GRE V + GRE Q = 2000
Applicants who have work experience but who do not meet the above criteria may be eligible for admission after an evaluation of the following: Interview; Work experience; Written statement of goals

Hours: 30 semester hours with thesis; 36 without thesis

Location: On Campus

Required Courses:
TEC 5119  Industrial Leadership, Organization, and Communication ....................... 3
TEC 5129  Project Management ................................................................................. 3
TEC 5139  Technology and Culture........................................................................... 3
TEC 5670  Seminar .................................................................................................. 0
TEC 5809  Research and Development in Technical Areas ....................................... 3
TEC 5909  Computer Uses for Industrial Research and Development .................... 3

Choose one of the following courses........................................................................ 3
RES 5000  Research Methods (3 s.h.)
TEC 5000  Research in Technology (3 s.h.)

REQUIRED HOURS .................................................................................. 18

Professional Education Requirements:
HE 5630  The Adult Learner ................................................................................... 3
Choose at least one of the following courses................................................................ 3-6
HE 5440  Instruction in Postsecondary Institutions (3 s.h.)
HE 5420  The Community College (3 s.h.)
HE 5810  Planning Educational Programs (3 s.h.)
HE 6090  Seminar in Developmental Education (3 s.h.)

PROFESSIONAL EDUCATION HOURS ................................................................ 6-9

Thesis Options: (CHOOSE ONE)
WITH THESIS
TEC 5999  Thesis ...................................................................................................... 3
Approved Elective (5000 level or above) ..................................................................... 0-3
(To be selected by the student in consultation with her/his graduate committee.)

WITHOUT THESIS
Approved Electives (5000 level or above) ................................................................. 9-12
(To be selected by the student in consultation with her/his graduate committee.)

THESIS OPTION HOURS ............................................................................. 3-12

TOTAL HOURS FOR THE MA DEGREE ........................................... 30 (with thesis)

or 36 (without thesis)

Thesis: Optional
Proficiency: None required
Comprehensive

• Thesis Option: Students selecting the thesis option will select their thesis committee and defend their thesis proposal in a scheduled meeting. During the last one-third of the program and at least 14 calendar days prior to the last day of classes for the semester, there will be an oral defense of the thesis.

• Non-Thesis Option: Students selecting the non-thesis option will have a written and oral exam covering information from the core classes. During the last one-third of the program and at least 14 calendar days prior to the date of graduation, there will be an oral presentation of technical competencies to the program committee.

Product of Learning: None required
PROGRAM OF STUDY FOR THE MASTER OF ARTS IN TECHNOLOGY EDUCATION WITH A CONCENTRATION IN SECONDARY SCHOOL TEACHING (Major Code: 546*/13.1309; Concentration Code: 546S[T])

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Admission Requirements: Baccalaureate degree from an accredited college or university; eligibility to hold NC “A” teacher licensure; complete application to the Cratis Williams Graduate School (http://www.graduate.appstate.edu), including resume, three letters of recommendation, official GRE general exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: (Undergraduate GPA from last 60 hours X 400) + GRE V + GRE Q = 2000
Applicants who have work experience but who do not meet the above criteria may be eligible for admission after an evaluation of the following: Interview; Work experience; Written statement of goals

Hours: 36 semester hours Location: On Campus

Research Requirements:

Research and Development in Technical Areas ..................................................3
Choose one of the following courses ....................................................................3

Research Methods (3 s.h.)
Research in Technology (3 s.h.)

REQUIRED HOURS ........................................................................... 6

Professional Education Requirements:

Advanced Topics in Diversity.................................................................3
Classroom Assessment.................................................................................3
Advanced Educational Psychology.........................................................3

PROFESSIONAL EDUCATION HOURS................................................. 9

Technology Requirements:

Technology and Culture............................................................................3
Seminar ........................................................................................................0

Computer Uses for Industrial Research and Development (3 s.h.)
Instructional Technology (3 s.h.)

Choose one of the following courses .........................................................3

12

(Must be at the 5000 level or above and chosen with the graduate advisor’s approval)

TECHNOLOGY HOURS .............................................................................18

Thesis Options: (CHOOSE ONE)

WITH THESIS

Thesis (must meet Product of Learning requirements).................................3

WITHOUT THESIS

Product of Learning ..................................................................................3

(To be selected by the student in consultation with her/his graduate committee.)

THESIS OPTION HOURS ..................................................................... 3

TOTAL HOURS FOR THE MA DEGREE .................................................36

Thesis: An optional part of the Product of Learning
Proficiency: None required
Comprehensive:

- **for the Thesis Option:** Students selecting the thesis option will select their thesis committee and defend their thesis proposal in a scheduled meeting. During the last one-third of the program and at least 14 calendar days prior to the last day of classes for the semester, there will be an oral defense of the thesis.

- **for the Non-Thesis Option:** Students selecting the non-thesis option will have a written exam covering information from the core classes. During the last one-third of the program and at least 14 calendar days prior to graduation, there will be an oral presentation of the product of learning to the program committee.

**Product of Learning:** Required (may include thesis)

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**GRADUATE COURSES IN GRAPHIC ARTS AND IMAGING TECHNOLOGY (GRA)**

**GRA 5512. Advanced Electronic Imaging/Cross Media/(3).F;S.** This course addresses advanced concepts and practices pertaining to digital electronic imaging. To include: advanced techniques such as color management, image adjustment, scanning, color correction, masking, edge selection, and special effects, as well as an in-depth application of problem-solving analysis in creating effective image compositions. Lecture two hours, laboratory two hours. Prerequisite: GRA 3102 (Electronic Imaging). [Dual-listed with GRA 4512.]

**GRA 5522. Advanced 3D Imaging and Animation/(3).S.** This course focuses on using advanced texturing techniques, complex shading networks, inverse kinematics and forward kinematics to develop realistic 3D images and animation. Lecture two hours, laboratory two hours. Prerequisite: GRA 3312 (3D Imaging and Animation). [Dual-listed with GRA 4522.]

**GRA 5558. Digital Printing and Publishing/(3).F;S.** This course allows students the opportunity to explore digital printing applications such as short-run color and variable data printing. Students will study digital workflows, file preparation, data management, preflighting, digital front-end systems, press operation and routine maintenance, as well as an in-depth application of problem-solving analysis in managing variable data and multiple projects. Lecture two hours, laboratory two hours. Prerequisite: GRA 3102 (Electronic Imaging). [Dual-listed with GRA 4558.]

**GRA 5566. Advanced Flexographic Printing Methods/(3).S.** This course addresses advanced concepts and practices pertaining to the flexographic printing process. To include: advanced techniques such as multi-color spot and process color printing, quality control, corrugated board, image distortion, die calculations, and coatings. Lecture two hours, laboratory two hours. Prerequisites: GRA 1222 (Introduction to Flexography) and GRA 3102 (Electronic Imaging). [Dual-listed with GRA 4566.]

**GRA 5591. Advanced Offset Printing Methods/(3).F.** This course is designed to build on the basics covered in Graphic Communications I, Graphic Communications II, Electronic Prepress, and Electronic Imaging. Students will gain experience in advanced techniques in electronic prepress, half tones, duotones, process color, process stripping and process press work. Lecture two hours, laboratory two hours. Prerequisites: GRA 3012 (Graphic Communications II) and GRA 3102 (Electronic Imaging). [Dual-listed with GRA 4591.]

**GRA 5622. Current Trends in Graphic Communications Seminar/(1).F;S.** This course is designed to emphasize current trends, technical movements and problems as they relate to the future of the printing industry. Classes will focus on group discussions related to these and other current issues. Students will be required to refer to academic experiences, internship experiences and library skills to participate in discussions. Laboratory two hours. [Dual-listed with GRA 4622.]

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**GRADUATE COURSES IN INDUSTRIAL DESIGN (IND)**

**IND 5557. Design for Manufacture/(3).F.** The design, development, and mass production of a manufactured product. To include market survey, design selection, prototype construction, development of jigs and fixtures, implementation of process planning and control systems, and the actual production of a product. Lecture two hours, laboratory two hours. [Dual-listed with IND 4557.]
GRADUATE COURSES IN TECHNOLOGY (TEC)

TEC 5000. Research in Technology/(3).S. A comprehensive study and practice of experimental research. The course covers the types, components, methods, and tools of research. The tools consist of statistical analysis, searching literature, data collection and publication of results. The student is required to perform and display a research project.

TEC 5119. Industrial Leadership, Organization, and Communication/(3).F. Current principles of leadership, organization, and communication as they relate to industrial settings. Emphasis will be placed on the driving forces of change, change agents, and how to be successful managing the necessary elements of change for effective utilization of human resources. Case studies will be provided to study how successful companies are responding to the new demands of leadership, organization, and communication.

TEC 5129. Project Management/(3).S. The study of management procedures, techniques, and practices in technical settings. A systems approach to managing processes and solving problems is emphasized. Topics include a variety of tools and techniques that project managers use to achieve success, including economic analysis, basic statistics, decision trees, personnel costing, critical path method, and scheduling software. Students will use spreadsheets to employ many of these techniques. In addition, the course investigates personnel relations, leadership techniques, facility layout and design, just-in-time inventory, planning for expansion, and other management issues.

TEC 5139. Technology and Culture/(3).S. A study of the complex relationships between culture, society, science and technology through selected readings, seminar discussion, written critiques and conferencing. Examples of these relationships will be taken from historical accounts and from analyses of contemporary societies, both industrial and non-industrial. Emphasis will be on the technical and sociocultural dimensions within the technical areas of energy and the environment, transportation, communication, and production systems.

TEC 5309. Computer Networking/(3).S. Even-numbered years. An introduction to computer networking technologies is presented. The representation of information by analog and digital electrical signals will be discussed. Methods of modulation, multiplexing, encoding, and the transmission of information along the media will be presented. Networking topologies, protocols, and in particular the OSI reference model will be presented. Software and hardware requirements for the implementation of Local Area Networks (LANs) will be emphasized. In particular, developing the skills needed for installation, troubleshooting, and optimization of networks will be the primary goal of the course.

TEC 5409. Technical Presentations/(3).F. Odd-numbered years. A study and development of technical reports and presentations. Emphasis is placed on presentation production methods and materials including computer applications.

TEC 5500. Independent Study/(1-4).F;S. Approved contract required.

TEC 5509. Technical Competency Development/(3).F;S. Individual study and research in the technologies and rationale for procedures used in industry. Emphasis placed on new technologies. Projects will be based upon the technical competencies as determined by the individual concentration areas. A written proposal for the study must be approved by the supervising faculty member and graduate advisor. The student’s study is to include a project with a written report as well as an oral presentation. Course may be repeated once barring duplication.


TEC 5530-5549. Selected Topics/(1-4).On Demand.

TEC 5550. Color Reproduction/(3).F;S. This course is designed to further the student’s understanding of color reproduction as it relates to printing. Emphasis is placed on digital image creation, editing, color theory, quality control, production variables, densitometry, tone reproduction, color correction, gray balance and proofing materials. Prerequisites: TEC 3002 and TEC 5591. [Dual-listed with TEC 4550.]

TEC 5555. Contemporary Industrial Finishing/(2).On Demand. Care and maintenance of finishing equipment; selection and use of spray equipment; preparation of the surface to be finished, staining and filling undercoating, top coating, oil finishes, application of simple and synthetic finishes. Lecture one hour, laboratory two hours. Prerequisite: TEC 2005. [Dual-listed with TEC 4555.]
TEC 5560. Advanced Problems in Technical Areas/(1-2). On Demand. Individual research. Areas to be determined by need, background, and interest. Prerequisite: must have been admitted to candidacy.

TEC 5565. Applied Furniture Design and Construction/(4). S. The study of traditional and contemporary furniture, and its importance, design, and construction procedures. The student may design and construct a piece of traditional or contemporary furniture. Lecture two hours, laboratory four hours. Prerequisite: TEC 3025. [Dual-listed with TEC 4565.]

TEC 5573. Control System Technology/(3). S. A detailed study of the architecture of modern programmable control systems. The course will include computation, machine representation of information, storage structures, buses, input/output interfacing, peripheral devices, and instruction codes. Theory to be reinforced by hands-on experience. Some theory and practical experience in Programmable Logic Controllers (PLC) will be introduced. Lecture two hours, laboratory two hours. [Dual-listed with TEC 4573.]

TEC 5592. Advanced Screen Process Printing/(3). On Demand. Advanced laboratory practice in transfer and direct photographic screen printing with emphasis on multicolor printing, cylinder printing and finishing techniques. Lecture one hour, laboratory four hours. Prerequisite: TEC 3012. [Dual-listed with TEC 4592.]

TEC 5604. Sustainable Transportation/(3). F; S. This course will introduce students to contemporary trends and issues related to transportation technology. A major focus of the course will be the exploration of emerging new technologies and strategies for producing a sustainable transportation system. Specific topics addressed will include: public transportation strategies, bicycle technology, energy efficient transportation options, and alternative fuels such as biodiesel, alcohol, natural gas, hydrogen and electric vehicles. The environmental, social, and economic, as well as the technological aspects of all options will be explored. [Dual-listed with TEC 4604.]

TEC 5605. Sustainable Resource Management/(3). S. This course will introduce students to material efficiency issues, recycling, composting and the concept of life cycle design, which is a proactive approach for integrating pollution prevention and resource conservation strategies into the development of more ecologically and economically sustainable product systems. Lecture three hours. [Dual-listed with TEC 4605.]

TEC 5606. Sustainable Water and Wastewater Technology/(3). F. This course will introduce students to both contemporary and alternative water and wastewater technologies. Students will learn how to analyze the water cycle and be able to develop management concepts which are both economically and environmentally sustainable. Water issues facing the world, sources of water, water purification, water quality assessment, water pumping, efficiency, grey water, composting toilets and “living machines” will all be addressed in the course. [Dual-listed with TEC 4606.]

TEC 5607. Wind and Hydro Power Technology/(3). F; S. This course will introduce students to the basic concepts, tools, techniques and materials needed to design and construct systems that convert wind and hydro resources into electricity. Students will have the opportunity to learn how to measure these renewable resources and to estimate the power that could be produced from them. They will also have the opportunity to learn how to design and construct complete renewable electricity systems and become familiar with many contemporary products used in renewable electricity systems. The course will include classroom and “hands-on” design, construction and possibly some field trip experiences outside of class. Lecture two hours, laboratory two hours. Prerequisite: TEC 3601 or permission of the instructor. [Dual-listed with TEC 4607.]

TEC 5608. Photovoltaic System Design and Construction/(3). F; S. This course will introduce students to the basic concepts, tools, techniques and materials needed to design and construct systems that convert solar resources into electricity with photovoltaic (PV) technologies. Students will have the opportunity to learn how to assess the solar resources available at a particular site and how that information can be used to properly design PV systems. They will also have the opportunity to learn how to design and construct complete code compliant photovoltaic systems and become familiar with contemporary trends and products. The course will include classroom and “hands-on” design, construction and possibly some field trip experiences outside of class. Lecture two hours, laboratory two hours. Prerequisite: TEC 3601 or permission of the instructor. [Dual-listed with TEC 4608.]
TEC 5609. Seminar in Career and Technology Education/(3). On Demand. An overview of the historical development and current status of vocational education. Course content and assignments will focus on federal and state legislation; vocational funding; integrated learning; vocational student assessment; work-based learning; the current status and structure of vocational education; and other issues. Lecture three hours.

TEC 5618. Sustainable Building Design and Construction/(3). F; S. This course will introduce students to sustainability issues related to design energy and material efficient buildings that get the majority of their power from the sun. The course will explore a variety of alternative building materials and techniques such as straw bale, adobe, log post and beam, stress skin panel and geodesics. Other topics to be discussed will include site selection, sustainable community design, water conservation, and composting and recycling systems, waste reduction and indoor air quality problems and solutions. [Dual-listed with TEC 4618.]

TEC 5619. Curriculum Development in Career and Technology Education/(3). SS. Planning and development of teacher- and student- directed activities that align with state curriculum models. Students will create instructional videos and a variety of computer-generated instructional materials for use in technology education and other career and technical education programs. Emphasis is also placed on assessment strategies and on locating, evaluating, and revising existing instructional materials including computer-based materials. Lecture three hours. [Dual-listed with TEC 4619.]

TEC 5628. Solar Thermal Energy Technology/(3). F; S. This course will introduce students to the basic concepts, tools, materials and techniques needed to convert solar energy into heat. Specific technologies to be studied include solar cookers, solar dryers, solar water heaters, solar water pasteurization/distillation, solar greenhouses/coldframes, and some house heating systems. Students will develop skills in the use of tools, materials, and processes which effectively and efficiently capture and convert the sun’s energy into thermal energy. The course will include traditional classroom and “hands on” design, construction and testing activities. Lecture two hours, laboratory two hours. [Dual-listed with TEC 4628.]

TEC 5629. Organization and Management of Career and Technology Education/(3). S. Instruction and laboratory experiences in the organization and management of technology education programs, including: selection and sources of equipment and supplies; facility planning; safety organization and management concerns; scheduling; student evaluation; and discipline. Computer applications incorporated throughout. Lecture three hours. [Dual-listed with TEC 4629.]

TEC 5638. Contemporary Problems in Appropriate Technology/(3). S. This course is designed to provide students with an overview of contemporary problems facing the Appropriate Technology movement such as affordable and efficient alternative energy systems, small scale production systems, waste management and recycling, bioregional development, community and shelter design and technology transfer methodology. Each student will have the opportunity to explore in-depth a problem of their choosing and will be given guidance in the identification, definition and analysis of their chosen problem. Both library research and prototype or model construction will be required. Lecture three hours. Prerequisite: TEC 4608 or permission of the instructor. [Dual-listed with TEC 4638.]

TEC 5639. Career and Technical Student Organizations/(3). F; S. An in-depth study of career and technical student organizations (CTSOs) and how to organize and manage a local chapter. Related activities such as service learning, establishing an advisory board, and career planning will also be covered. Lecture three hours. [Dual-listed with TEC 4639.]

TEC 5660. Instructional Strategies in Career and Technology Education/(3). F. The study of instructional strategies appropriate for use in trade and industry (grades 9-12) and technology education (grades K-12) classrooms. Class discussions will focus on learning theory, design-based instruction, and standards-based instructional planning. Students will prepare unit and lesson plans, prepare and deliver presentations and demonstrations, and engage in K-12 classroom-based observations. Lecture three hours. [Dual-listed with TEC 4660.]

TEC 5670. Seminar/(0). F; S. Required of all graduate students. Students will be required to attend all departmental seminars while enrolled as full-time students. Graded on an S/U basis.

TEC 5708. Building Science/(3). F; S. This course introduces students to the complex ways in which buildings actually interact with their environment. Particular issues include how moisture problems occur, how to protect building occupants from poor health due to indoor air quality, how to prevent building durability problems, and how to provide more energy
efficient and comfortable buildings for clients. The course shows students how to use diagnostic equipment, such as blower
doors, duct leakage testing devices, indoor air quality measurement devices, and air flow detection equipment. The course
egalement emphasizes translating technical materials into concise written reports, as well as comprehensive written reports.
Graduate students will be required to conduct additional research on their course project and have additional assignments of
building science diagnostic testing. Prerequisites: TEC 2708, MAT 1020 or higher, or permission of the instructor. [Dual-
listed with TEC 4708.]

TEC 5709. Forecasting and Assessment of Technology/(3).On Demand. This course examines three main
subjects: 1) Methodologies developed to forecast technological growth, including economic analysis of emerging technologies.
2) Procedures and methods for assessing the impact of technologies on the economy, the environment, and society. 3) Societal
issues regarding both technological growth and studying the future of technology.

TEC 5711. Computer Modeling of Renewable Energy Systems/(3).F. This course will be an in-depth investigation
of a variety of software packages for modeling the performance of renewable energy systems. Software packages may include
Excel, SAS, FChart, PVFChart, BLCC, HOMER, WindCAD, RETScreen, and ARCReader. Students will use these
programs to predict the performance of a variety of solar heating technologies, photovoltaics, wind turbines, and solar house
designs. The economics and environmental benefits of renewable energy systems will also be explored. File formats and
memory allocation schemes, as they relate to understanding data storage, will be discussed. Effective problem solving skills
will be emphasized throughout the course. [Dual-listed with TEC 4711.]

TEC 5718. Construction Management/(3).F;S. This course will introduce students to the mechanics of starting and
managing a construction business. Organizational structures, required licenses, taxes, codes, permits, advertising, personnel
management, customer relations, scheduling, accounting, insurance and financing will be addressed. Special attention will be
given to the use of computer software, such as spreadsheets and scheduling programs, for construction management activities.
Students will study construction management and personnel issues and will include budgeting and cash flow analysis using
computer software for their final project. Prerequisites: TEC 2708, MAT 1020 or higher, or permission of the instructor, and
basic knowledge of computer word processing, Internet procedures, and spreadsheets. [Dual-listed with TEC 4718.)

TEC 5728. Commercial Building Design/(3).F;S. This is an advanced level course exploring the broad field of
architectural building design. It investigates the details of buildings, from structural elements to decorative components.
Students have the opportunity to learn a variety of design development techniques, including manual drafting, sketching and
rendering, computer-aided drafting and design (CADD), and model building. Required course projects include a full set of
construction drawings for a commercial building using CADD software, as well as a rendering and model of the building.
Students will also research and prepare a detailed report on a historical or current topic in architecture. Prerequisite: TEC
3028. [Dual-listed with TEC 4728.]

TEC 5809. Research and Development in Technical Areas/(3).F. Investigation and experimentation with
contemporary processes, materials, and techniques to improve technical areas. Emphasis is on recent technological advances.

TEC 5900. Internship/(3-6).On Demand. A guided practical experience in an industrial or business setting. No more
than three hours can be applied to a graduate program of study. Graded on an S/U basis.

TEC 5909. Computer Uses for Industrial Research and Development/(3).F. A seminar/laboratory course with a
common core of technical experiences and topics related to computer applications. Designed to allow for research and
development activities as well as individual experimentations within the specific needs of individual students. Seminar two
hours, laboratory two hours. Prerequisites: TEC 1001 and TEC 2803 or equivalents.

TEC 5989. Graduate Research/(1-9).On Demand. This course is designed to provide access to University facilities for
continuing graduate research at the master’s and specialist’s levels. Graded on an S/U basis. TEC 5989 does not count
toward a degree.

The Department of Theatre and Dance does not offer a graduate program. The following courses are used to complement other graduate degree programs.

Courses in the following disciplines are offered through the Department of Theatre and Dance:

- THR: theatre courses
- DAN: dance courses

**GRADUATE COURSES IN THEATRE (THR)**

THR 5500. Independent Study/(1-4).F;S.

THR 5530-5549. Selected Topics/(1-4).On Demand.

**GRADUATE COURSES IN DANCE (DAN)**

DAN 5460.Somatics/(3).F. This is a survey course exploring several different approaches to body-centered learning. A broad overview of current conditioning and therapeutic bodywork methods will be introduced and explored. The course will be lecture and experiential in nature. [Dual-listed with DAN 4460.]

DAN 5480.Pilates Conditioning II/(2).F;S. A second level study of the Pilates method, based on the concepts of centering, concentration, control, precision, breath and flow. This course will introduce the equipment and the apparatus developed by Joseph H. Pilates. May be repeated one time for credit. Prerequisite: DAN 3480 or permission of the instructor. [Dual-listed with DAN 4480.]

DAN 5500. Independent Study/(1-4).F;S.

DAN 5530-5549. Selected Topics/(1-4).On Demand.
WOMEN’S STUDIES

Graduate Certificate in Women’s Studies
Department of Interdisciplinary Studies
College of Arts and Sciences

Richard M. Carp, Chair and Professor
Ph.D., Graduate Theological Union
CarpRM@appstate.edu

Margaret H. McFadden, Program Director and Professor
Ph.D., Emory University
McfaddenMH@appstate.edu

http://www.ws.appstate.edu/certificate.html

The Department of Interdisciplinary Studies offers the graduate certificate in Women’s Studies (130A/05.0207). The certificate allows students to seek training at the graduate level in women’s studies and get formal recognition for completing this training successfully.

Courses in the following disciplines are offered through the Women’s Studies Program housed in the Department of Interdisciplinary Studies:

IDS: interdisciplinary studies

In addition, the Women’s Studies program includes coursework offered by other departments as follows:

AS: Appalachian studies courses (see the Appalachian Studies program for course descriptions)
ENG: English courses (see the English program for course descriptions)
FRE: French courses (see the Romance Languages program for course descriptions)
GHY: geography courses (see the Geography program for course descriptions)
HIS: history courses (see the History program for course descriptions)
HPC: human development and counseling courses (see the Community Counseling program for course descriptions)
SOC: sociology courses (see the Gerontology program for course descriptions)

Please refer to the Women’s Studies website http://www.ws.appstate.edu/ for lists of approved courses offered by these departments.

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN WOMEN’S STUDIES (Major Code: 130A/05.0207)

Admission Requirements: Baccalaureate degree in from an accredited college or university; complete application to the Cratis Williams Graduate School [http://www.graduate.appstate.edu], including resume and official transcripts for baccalaureate degree; letter explaining the applicant’s education and work background, interests, and plans, with an emphasis on how the WS coursework will enhance, complement, or advance the applicant’s work and/or education.

Hours: 12 semester hours    Location: On Campus

Program of Study:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 5600</td>
<td>Feminist Perspectives on Pedagogy and Academe</td>
<td>3</td>
</tr>
<tr>
<td>IDS 5650</td>
<td>Feminist Theories</td>
<td>3</td>
</tr>
<tr>
<td>Choose 2 courses out of the following list</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>AS 5530</td>
<td>Selected Topics (when the topic is gender)</td>
<td>3 (s.h.)</td>
</tr>
<tr>
<td>ENG 5650</td>
<td>Gender Studies</td>
<td>3 (s.h.)</td>
</tr>
<tr>
<td>ENG 5200</td>
<td>Issues in Teaching English (when taught by WS faculty)</td>
<td>3 (s.h.)</td>
</tr>
<tr>
<td>FRE 5003</td>
<td>French Women Writers</td>
<td>3 (s.h.)</td>
</tr>
<tr>
<td>GHY 5130</td>
<td>Seminar in Cultural Geography (when the topic is gender)</td>
<td>3 (s.h.)</td>
</tr>
<tr>
<td>HIS 5206</td>
<td>Studies in American History (when the topic is gender)</td>
<td>3 (s.h.)</td>
</tr>
<tr>
<td>HIS 5106</td>
<td>Topics in European History (when the topic is gender)</td>
<td>3 (s.h.)</td>
</tr>
<tr>
<td>HIS 5531</td>
<td>Selected Topics (when the topic is gender)</td>
<td>3 (s.h.)</td>
</tr>
<tr>
<td>HPC 5130</td>
<td>Women’s Issues in Counseling</td>
<td>3 (s.h.)</td>
</tr>
<tr>
<td>IDS 5530</td>
<td>Selected Topics (when the topic is gender)</td>
<td>3 (s.h.)</td>
</tr>
<tr>
<td>SOC 5660</td>
<td>Women in the Justice System</td>
<td>3 (s.h.)</td>
</tr>
<tr>
<td>SOC 5800</td>
<td>Sociology of the Family</td>
<td>3 (s.h.)</td>
</tr>
</tbody>
</table>

TOTAL HOURS FOR CERTIFICATE ........................................... 12
GRADUATE COURSES IN INTERDISCIPLINARY STUDIES (IDS)

IDS 5500. Independent Study/(1-4).F;S.

IDS 5530-5549. Selected Topics/(1-4).F;S. On Demand.

IDS 5600. Feminist Perspectives on Pedagogy and Academe/(3). On Demand. This course examines the feminist project in university education: the history of women’s studies; the equality of women and members of other marginalized groups; gendered power within academic contexts; women in academic and administrative positions; tensions between various groups with emancipatory knowledge seeking projects; and feminist pedagogical practices. Students will examine autobiographical and other materials about the history, place, and progress of women in teaching, research, and administrative positions at American universities. Students will reflect on their own disciplines through an interdisciplinary scholarly lens. Students will be introduced to both professional opportunities and tensions in women’s studies specifically and in academia more broadly.

IDS 5650. Feminist Theories/(3). On Demand. This course surveys a wide range of contemporary feminist theories explaining the origins, dynamics, and transformation of gender-based inequalities. It examines the intellectual roots of modern feminist theories as well as feminist attempts to overhaul its intellectual roots. Students will be introduced to the connections between feminist theories and other academic debates, and they will study political movements that reach beyond the oppression of women per se. This course examines not only the sexist revisions of and impact on academic discourse but also related intellectual trends and political movements such as postmodernism, deconstruction, poststructuralist theory, postcolonial theory, and critiques of liberalism, humanism, and Marxism.
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Mr. Greg Foster, Director, University Post Office
Mr. David Webber, Director, Systems and Special Projects
Ms. Amy Roberts, Director, Special Funds Accounting
THE REGISTER

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Mr. Dino DiBernardi, Associate Vice Chancellor for Student Development
Ms. Tracey Wright, Assistant Vice Chancellor for Diversity for Student Development
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