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Graduate Bulletin
(USPS 028-220)

Announcements for
Vol. LXXXVIII

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<td>Dean Charles Duke</td>
<td>Associate Dean Richard Henson</td>
<td>Biology</td>
<td>August, 2005</td>
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<tr>
<td>Dean William Harbinson</td>
<td>Dr. Ed Rosenberg, Chair, Graduate Faculty</td>
<td>PS/CJ</td>
<td>August, 2004</td>
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<td>Dean Mark Estepp</td>
<td>Dr. Richard Parrott</td>
<td>Computer Science</td>
<td>August, 2006</td>
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<td>Dean Kenneth Peacock</td>
<td>Mr. Don Rankins</td>
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<td>Senior Associate Dean Edelma Huntley</td>
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<td>Senior Associate Dean Robert Johnson</td>
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### COLLEGE OF ARTS & SCIENCES

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<td>Biology</td>
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<td>Dr. Dennis Grady</td>
<td>PS/CJ</td>
<td>August, 2004</td>
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<td>Computer Science</td>
<td>August, 2006</td>
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### COLLEGE OF EDUCATION

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<td>Dr. Sally Atkins</td>
<td>HPC</td>
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<td>Dr. Nancy Mamlin</td>
<td>LRE</td>
<td>August, 2003</td>
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<td>Dr. George Olson</td>
<td>LES</td>
<td>August, 2005</td>
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### COLLEGE OF BUSINESS

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<th>Name</th>
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<tr>
<td>Dr. Al Harris</td>
<td>ITOM</td>
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<td>Dr. Faye Sawyer</td>
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<td>Dr. Philip Witmer</td>
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### COLLEGE OF FINE & APPLIED ARTS

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<td>Dr. Marie Hoepfl</td>
<td>Technology</td>
<td>August, 2006</td>
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<td>Dr. Cindy McGaha</td>
<td>Family &amp; Consumer Sciences</td>
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<td>Dr. Alan Utter</td>
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### SCHOOL OF MUSIC

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<td>Dr. Douglas James</td>
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Graduate Student Association Senate Representative:
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 the Master of Arts degree with educational licensure for teachers and the Master of Arts and Master of Science degrees in many academic areas. In addition, there are programs leading to the Master of Business Administration, Master of Library Science, Master of Music, Master of Public Administration, Master of School Administration, the Educational Specialist degree, the Certificate of Advanced Study, and the Doctor of Education, all of which are offered during the fall, spring and summer terms. Students may also attend courses scheduled for late afternoons, evenings, and Saturdays, or participate in field-based programs.

The Graduate School has general supervision of all graduate work carried out in the departments, schools, and colleges of the University. In addition, the Graduate School supports faculty and student research and facilitates the acquisition of extramural grant funds for the university. 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 graduate studies.

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 which 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 teaching assistant training programs, the review of graduate faculty credentials, sponsorship of the Annual Celebration of Student Research and Creative Endeavors Day, and the administration of the assistantship/fellowship/scholarship/tuition remission/award programs. The Graduate School serves as a major advocate for research by assisting 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.

ACCREDITATION
Appalachian State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor’s, Master’s, Specialist’s, and Ed.D. degrees. In addition to this comprehensive accreditation, other special accreditations by appropriate agencies includes:

AACSB-International-The Association to Advance Collegiate Schools of Business
The American Association of Family and Consumer Science (undergraduate)
The American Chemical Society (undergraduate)
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 Marriage and Family Therapy Education
The Computer Sciences Accreditation Board, Inc.
Computing Accreditation Commission of the Accreditation Board for Engineering and Technology
The Council for the Accreditation of Counseling and Related Education Programs
Council on Social Work Education
The National Association of School Psychologists
The National Association of Schools of Art and Design Commission on Accreditation
The National Association of Schools of Music
The National Association of Schools of Public Affairs and Administration
The National Association of Schools of Theatre
The National Council for Accreditation of Teacher Education
The National Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation
The North Carolina Department of Public Instruction

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 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 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

CORPORATE HISTORY OF THE UNIVERSITY OF NORTH CAROLINA
In North Carolina, all public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. Appalachian State University is one of the 16 constituent institutions of the multi-campus state university.

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

In 1877, the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically 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; and in 1996, Pembroke State University was renamed The University of North Carolina at Pembroke through Legislative action.

The UNC Board of Governors is the policy-making body legally charged with “the general determination, control, supervision, management, and governance of all affairs of the constituent institutions.” It elects the president, who administers the University. The 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 for limited periods as non-voting members emeriti. The president of the UNC Association of Student Governments, or that student’s designee, is also a non-voting member.

Each of the 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.

RESEARCH FACILITIES
Faculty research, grant activity, and publication costs are supported through the Office of Research and Sponsored Programs within the Cratis D. Williams Graduate School. The Office of Research and Sponsored Programs in the Graduate School provides assistance to faculty and graduate students in identifying both public and private sources of external funding and in the preparation and processing of grant proposals. The Sponsored Programs Identification Network (SPIN) and the Community of Science (COS) Funding opportunities database, are available through the Office of Research and Sponsored Programs. The Office of Research and Sponsored Programs provides access to descriptions of over 7,000 funding opportunities from federal agencies, private and corporate foundations, and other non-profit organizations which can aid faculty and students in identifying potential funding support for research, program development, travel, teaching, and advanced study. In addition, the Office of Research and Sponsored Programs offers assistance in proposal development. All submission requirements, including acquiring proper administrative approvals, making all necessary copies for submission, and mailing of proposals, are the responsibility of the Office of Research and Sponsored Programs.

The Graduate School, with recommendations from the University Research Council, administers funds which provide modest grants to faculty for research equipment and supplies, publication and travel costs. Research assistance is provided through the allocation of Graduate Research Assistants to departments during the academic year and to individual faculty for research projects in the summer. Faculty may access research library facilities on the Chapel Hill campus by using, at no charge to them, a university card assigned to the Graduate School. Information regarding the research activities of Appalachian faculty and students is disseminated through the Research News which is published annually by the Graduate School.

Research facilities maintained by Appalachian include the Carol Grotnes Belk Library and the Office of Information and Technology Services which assists faculty and students in research computing and statistical treatment of data. The W.L. Eury Appalachian Regional Collection provides research as well as instructional support to faculty and students. The Faculty Development Fund, administered through the Hubbard Center, provides funds for faculty study and professional development. The Office of Special Funds Accounting assists faculty with the financial administration of grants and contracts.

The College of Arts and Sciences maintains specialized research facilities which include the Appalachian State University Map Library, the Center for Appalachian Studies, the Dark Sky Observatory, the Meteorological Reporting Station, and the Regional Bureau of Government. The Broyhill Institute for Business Development in the Walker College of Business assists faculty and students in research efforts, and the College of Fine and Applied Arts has research facilities in the Human Performance Laboratory, the Perceptual Motor Training Laboratory and the Music Electronic Laboratory. The Reich College of Education supports students in research efforts, and the College of Fine and Applied Arts has research facilities in the Human Performance Laboratory, the Perceptual Motor Training Laboratory and the Music Electronic Laboratory. The W.L. Eury Appalachian Research Center. In addition, Appalachian allocates faculty time and financial support toward the publication of numerous research journals and periodicals.

THE UNIVERSITY
APPALACHIAN STATE UNIVERSITY: A HISTORY OF SERVICE TO STUDENTS

THE DESIRE TO EDUCATE
When Blanford B. Dougherty and his brother Dauphin D. Dougherty founded Watauga Academy in 1899 with just 53 students enrolled in three grades, they were motivated by a driving desire to educate teachers for the mountains of Northwest North Carolina. Rural mountain communities had not had access to or really much use for education beyond grade school. Many parents
were indifferent about educating their children, and farming left little time for school. But the growth of a national public education movement influenced the success of Watauga Academy. At the turn of the century, modernizing America needed educated citizens and trained teachers. The demand for secondary school teachers had burgeoned since the civil war as the number of high schools and students increased.

Being astute, D.D. Dougherty was convinced that the state would fund institutions established to train teachers needed by the state. So in 1903, he drafted a bill for the N.C. Legislature funding a state teachers’ training school in Boone. He travelled to Raleigh by horse and by train in January 1903, and with determination and skilled persuasion, won over the state legislature by one vote. Watauga Academy became Appalachian Training School for Teachers and opened its doors on October 5th with $2,000 available from the state. 325 students were registered.

B.B. Dougherty continued to recruit students, to solicit funds from local sources and the state, and to build facilities needed to accommodate the students. In 1929, the school became a four-year, degree granting institution named Appalachian State Teachers’ College. Over 1,300 students were enrolled in the Bachelor of Science degree programs for primary grades education, physical education, math, English, science, and history.

Appalachian attained national standards by becoming accredited by the American Association for Teacher Education in 1939, and the Southern Association of Colleges and Schools in 1942. Qualified, dedicated faculty were attracted to teaching at Appalachian and helped build its reputation as an excellent institution for the preparation of teachers.

Enrollments dropped during World War II, as men enlisted and were drafted but dramatically increased when returning veterans were supported by funds to return to school (the G.I. Bill). Older, more experienced students changed the character of the student body and campus life.

GROWING INTO A UNIVERSITY
Dr. Dougherty retired, and leadership between 1955 and 1969 came from Dr. William H. Plemmons who did much to shape Appalachian’s growth. He provided respected academic leadership and a new vision of what Appalachian could be. He focused on building new facilities, as the major structures on campus were out of date, in disrepair, and inadequate for an enrollment of 1,500 students. During his administration, 24 buildings were added, and enrollment grew to nearly 5,000 resident students. A master plan was created for rebuilding and expanding the campus.

Appalachian was transformed from a single-purpose teacher’s college into a multipurpose regional university. Appalachian State Teacher’s College became Appalachian State University in 1967 along with other state institutions like Western Carolina and East Carolina. This phenomenon occurred all over the country as the demand for higher education among the “baby-boomers” exploded and states rushed to establish new colleges and universities or expand existing institutions.

Appalachian experienced a doubling of enrollments during the 1970’s to about 9,500 and a growth in faculty to 550, two-thirds of whom held the Ph.D. degree. This was possible because of increased federal funding for numerous programs, federal support for student loans, and generous financial support from the state of North Carolina. The ideal of every qualified high school graduate attending college seemed within reach, and this changed the landscape of Appalachian and American higher education.

NATIONAL RECOGNITION
Dr. Herbert Wey succeed Dr. Plemmons in 1969, first as president and then in 1971 as chancellor. Chancellor Wey’s ten years as the head of Appalachian brought phenomenal growth, marked by innovation and change. Wey took advantage of the favorable conditions he encountered to significantly change the direction and character of Appalachian. He could do this because outside funding for experimental programs amounted to millions of dollars and also because the lines of authority in the new University of North Carolina system were not yet clear, giving him a freedom of movement.

Dr. Wey used this window of opportunity to introduce innovations that won Appalachian its first national recognition as an institution of change. He started the student teacher program that continues today. He founded the college of business which grew so rapidly, its development had to be curtailed. He reduced the number of required courses so that students could experiment with more elective courses. During this time, Appalachian acquired the Loft in New York City and the Appalachian House in Washington, DC for faculty and students to use. Watauga College was born. Wey also approved the active recruitment of minority students recommended by a number of concerned faculty. And the Bachelor of Arts degree was added to those offered by the University. Campus during this time was characterized by outstanding young teachers and exceptionally well qualified students.

QUALITY AND DIVERSITY
Dr. John E. Thomas, the next chancellor, was an engineer, a lawyer, and a manager. He was interested in quality control at Appalachian, and he supported high quality changes and a broadening of influence and scope. Committed to the master plan of controlled growth to a maximum resident enrollment of 10,000 students, Chancellor Thomas focused on recruiting a first-rate faculty, most of whom had either the Ph.D. or the terminal degree in their field. Dr. Thomas strengthened attention to undergraduate
education and supported review of required courses. Cultural life on campus broadened, marked by well-known, dynamic perform-
ers, concerts, theatre, recitals, and speakers. Dr. Thomas was interested in technology and focused on strengthening the University’s communications infrastructure. He supported international studies and education, and during this time, exchange programs were set up with campuses in countries including China, Germany, and Costa Rica.

The results of these progressive changes have been regular recognition of Appalachian in national publications, e.g., *U.S. News & World Report*, as one of the outstanding comprehensive universities in the Southeast and nation.

Dr. Francis T. Borkowski succeeded Dr. Thomas in 1993. Chancellor Borkowski has pointed Appalachian in important new directions. He has focused his attention squarely and firmly on student diversity and cultural life on campus. With an eye on the future needs of Appalachian students, progressive programs and classes are being introduced. And attention is being paid to the undergraduate experience. Like chancellors before him, Dr. Borkowski is aware of the responsibility to the public, and he is committed to development and change.

**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 culture 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 1972 became a part of The University of North Carolina system. From its beginning as a small local institution, Appalachian has developed into a university with an enrollment of over 12,000 students, including over 1,200 graduate 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 and to foster an understanding of Appalachian culture.

Appalachian State University is a comprehensive university, offering a broad range of undergraduate programs and a wide selection of graduate programs. The University serves a large traditional undergraduate student body in a residential environment. Undergraduates are offered 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.

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. Professional and public service is provided in the form of continuing education programs and activities, 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)

**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:

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

STUDENT ASSESSMENT
As a public university (a member institution of The University of North Carolina), Appalachian has an obligation to provide relevant student information to the State of North Carolina. This being true, the University periodically surveys and/or tests designated groups within its student population. The University transmits the information to the The University of North Carolina's Office of the President, and, ultimately, to the State of North Carolina. The surveys/tests are used to assess academic programs, student achievement, student perceptions and attitudes, etc. The information obtained plays an important role in the determination of policy at the institutional level, and in the creation and continuation of programs within the University of North Carolina System.

Students should understand that information obtained through the surveys/tests is protected by the Family Educational Rights and Privacy Act of 1974, a federal statute that prohibits the release of student information in a form that identifies an individual student. (Information that identifies an individual student can be released, but only with the explicit written permission of that student.)

SUMMARY OF 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, 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 the personal conduct section of the *Staff Employee Handbook*.

**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 classes, media campaigns, 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. The New River Behavioral Health Care provides substance abuse services including: evaluation, detox, outpatient treatment, and referral of 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.

**ACADEMIC INTEGRITY CODE**

It is the responsibility of every student to abide by the Appalachian State University Academic Integrity Code. 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 Chairperson 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.

Some examples of academic integrity violations are listed below. The complete listing with definitions and explanations is included in the main body of the code. 1. cheating 2. fabrication and falsification 3. multiple submission 4. plagiarism 5. abuse of academic materials 6. complicity in academic dishonesty

Users are advised to contact the Office of Student Judicial Affairs to assure they are consulting the most recent edition of the code.

**POLICY PROHIBITING SEXUAL HARASSMENT AND DISCRIMINATION**

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; b) or 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. For information concerning various means of complaint resolution, as well as information on sexual harassment, or other forms of unlawful harassment, contact Dr. Linda K. Robinson, Director the Equity Office, at (828) 262-2144.
Special Service Programs for the Region

APPALACHIAN CONSORTIUM
The Appalachian Consortium is a non-profit, educational association whose membership is composed of institutions of higher education and cultural agencies in the Southern Highlands. The purpose of the Appalachian Consortium is to promote among the general public an understanding and appreciation of the culture of the region. The purpose is achieved through the sponsorship of conferences, forums, festivals and workshops with special emphasis on Appalachian traditions and environment. The consortium serves as a vehicle for the development of cooperative projects initiated by regional scholars and teachers at member institutions and agencies. The Appalachian Consortium is supported by public and private grants and member contributions. The Appalachian Consortium Press is a division of the Appalachian Consortium which publishes works dealing with the Southern Highlands.

APPALACHIAN REGIONAL BUREAU OF GOVERNMENT
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 inservice 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.

CENTER FOR APPALACHIAN STUDIES
Through programs and projects in such areas as the Appalachian region’s history, culture, arts, 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 and M.A. programs.

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 programs, whether credit or not for credit. This office coordinates participation in the Appalachian Learning Alliance, which includes degree programs offered on ten regional community college campuses; The Graduate Center on the campus of Winston-Salem State University; and the Admissions Partnership Program, through which talented high school students enroll in University coursework while still in high school. This office coordinates with academic departments to extend institutional resources into the University’s service region.

MATHEMATICS AND SCIENCE EDUCATION CENTER
The Appalachian Mathematics and Science Education Center is one of ten centers which are part of the North Carolina Mathematics and Science Education Network. Other centers are located on nine 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 rooms 220, 221 and 222 of Walker Hall and houses a vast array of science and mathematics materials which 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 who are student teaching. 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 underprepared students. Each year hundreds of postsecondary educators take advantage of Center services. The Center is located within the Reich College of Education.

THE BROPHYHILL INN AND CONFERENCE CENTER
Appalachian’s Broyhill Inn and Conference Center is located at an elevation of 3,535 feet at the western end of campus. The Center contains 17 meeting rooms. Two large exhibition areas and outdoor spaces can be utilized for receptions and social functions. The Broyhill Inn is a full-service hotel with 83 sleeping rooms including expansive suites, an attractive dining room and total banquet facilities. Program development specialists and conference coordinators are available to assist with conference program planning and implementation.

The Broyhill Inn and Conference Center was created to increase the University’s capability to fulfill its responsibilities for academic excellence as a regional institution. Through its facilities and staff, the Center strives to meet the education needs of adults in the business community and other well-defined populations.
The Broyhill provides meeting space for campus groups and encourages faculty to work closely with professional organizations and the business community in utilizing its facilities for training and continuing education purposes.

**NORTH CAROLINA SMALL BUSINESS AND TECHNOLOGY DEVELOPMENT CENTER (SBTDC)**
The North Carolina SBTDC is a business 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 NC. 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.

**THE APPALACHIAN LOFT**
Appalachian State University maintains an off-campus residential facility outside of Boone for experiential studies. The Appalachian Loft, the satellite campus 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, Theatre District, restaurants and shopping.
A variety of activities are offered throughout the year to enhance the cultural and intellectual environment of Appalachian, and to
heighten student and community appreciation of the role played by the arts in society. Programs are designed to complement
classroom studies, as well as the wide range of student and faculty presentations in music, theatre, dance, and visual arts. There is
a cultural event at Appalachian almost every day of the academic year.

PROGRAMS ADMINISTERED BY THE OFFICE OF CULTURAL AFFAIRS encompass four general areas: the Performing Arts
Series, Forum Series, An Appalachian Summer Festival, and visual arts programs offered by the Turchin Center for the Visual Arts.

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.

The Forum Series, also offered during the academic year, features guest speakers who share their perspectives on issues affecting
the lives of the campus body as well as the nation and the world. Lectures serve to enhance Appalachian’s academic programs by
exposing students, faculty and community members to the ideas and knowledge of experts representing a wide variety of disci-
plines. All lectures presented through the Forum Series are offered at no charge, and community members as well as students and
faculty members are welcome to attend.

An Appalachian Summer Festival, now entering its nineteenth season, 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 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 Sou theast”
by the Southeast Tourism Society. The festival’s lineup boasts world-renowned performers, as well as the finest cultural traditions
of the Appalachian region.

At the heart of An Appalachian Summer Festival is a remarkable array of musical offerings. Symphony and chamber music
performances, School of Music faculty, and guest artists from around the world offer a diverse musical menu. The North Carolina
Symphony, Louisville Orchestra, Preservation Hall Jazz Band, the Broyhill Chamber Ensemble (in residence during the festival)
and guest artists André Watts, Pinchas Zukerman, Dawn Upshaw, Roberta Peters, Robert Merrill, Doc Watson, Chet Atkins, Arlo
Guthrie and Willie Nelson are but a few of the artists who have appeared at the festival in the past. The very best in the world of
dance is also represented by An Appalachian Summer Festival. Artists of the New York City Ballet, the Ohio Ballet, Miami City
Ballet, American Indian Dance Theatre, Paul Taylor Dance Company, North Carolina Dance Theatre, Atlanta Ballet and Hubbard
Street Dance Chicago have all graced its stages in past years. The festival’s dynamic “Works in Progress” presents staged theatre
readings of new works by some of the country’s finest playwrights, composers, directors, actors and musicians, shaped by a process
of collaboration among various arts disciplines. Visual arts programming is represented by two national juried visual arts exh ibi-
tions, the Rosen Outdoor Sculpture Competition and Exhibition, and the Halpert Biennial Visual Arts Competition.

Appalachian’s vision of establishing a regional visual arts center has become a reality, in the form of the Turchin Center for the
Visual Arts, the largest visual arts center in northwestern North Carolina, Eastern Tennessee, and Southwest Virginia. The Turchin
Center, located on West King Street in the heart of downtown Boone, is scheduled to open in May, 2003. The center is devoted
specifically to exhibition, education and outreach programs in the visual arts. Exhibits will focus on a blend of new and historically
important artwork, and will feature works of nationally and internationally renowned artists, as well as many of the finest artists of
the region. The spectacular Martin and Doris Rosen Galleries, as well as the studios and outdoor sculpture gardens of this magnifi-
cent building provide a dynamic setting for the viewing and enjoyment of art. Students as well as community members will also
find in the Turchin Center a welcoming gathering place devoted to teaching and the exploration of the visual arts through such
initiatives as a Community Art School and its multitude of workshops, lectures, and other programs, as well as a strong connection
to the university’s highly acclaimed Department of Art.

Farthing Auditorium, the venue for many of the events sponsored by the Office of Cultural Affairs, is an 1,800 seat auditorium,
used as a road house for touring productions and the programs of academic units, student activities, and community arts organi-
zations.
PROGRAMS PRESENTED BY THE ACADEMIC ARTS UNITS

The Miriam Cannon 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 Arena 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.

DIVERSITY

Harry L. Williams, Associate Vice Chancellor for Diversity

Appalachian is committed to increasing diversity among students, faculty and staff. There is a continuing need at Appalachian, as there is nationally, to expand and enhance racial, ethnic and cultural understanding, not only because it is morally correct, but because the students we educate will be in a better position to use their education if they understand cultural differences and appreciate people with backgrounds other than their own. The Associate Vice Chancellor for Diversity is responsible for implementing the university’s diversity plan, working with the entire university community to identify and implement strategies that will lead to a more diverse learning community at Appalachian.

THE EQUITY OFFICE

Linda K. Robinson, Director

The Equity Office at Appalachian State University is charged with managing complaints about unfair treatment based on some form of discrimination and, then, working to resolve those issues with the individuals and units involved. Providing proactive, preventive education and training programs that support and encourage an environment free from discrimination is an integral function of the Equity Office as well. As a natural extension of its mission, the Equity Office seeks to advance campus-wide endeavors that celebrate diversity and foster appreciation of differences. Web site: www.equity.appstate.edu.

WILLIAM C. HUBBARD CENTER FOR FACULTY AND STAFF SUPPORT

Peter Petschauer, Director

The Hubbard Center provides professional and personal support to faculty and staff through four interrelated programs: Faculty and Academic Development, Health Promotion, Counseling for Faculty and Staff, and Organizational Development.

Faculty and Academic Development offers a variety of professional development opportunities that focus on enhancing faculty performance and deepening faculty satisfaction by supporting the teaching-learning process. Programs include on-campus workshops and seminars, funding for off-campus workshops and seminars, special interest groups, projects to enhance faculty skills and/or student learning, analysis of teaching for improvement, and special support for new faculty.

Health Promotion provides a comprehensive and broad range of services to assist faculty and staff in improving their health status. Services include cholesterol screening, fitness testing, cancer screenings, exercise groups, weight management programs, classes on special health topics, and adult immunizations.

Counseling for Faculty and Staff provides confidential screening, referral, and counseling services to faculty and staff and their immediate families. The program also sponsors support groups and educational classes on topics such as relationship concerns, alcohol abuse, and conflict mediation.

Organizational Development focuses on systemic issues that have an impact on the quality of life of faculty and staff through research, consultation, and leadership initiatives.

INFORMATION TECHNOLOGY SERVICES

Jeff Williams, Director

Information Technology Services (ITS) assists students, faculty, and staff in meeting their hardware, software, and communications needs with respect to academic computing and general computing support. ITS works closely with other campus entities to coordinate personnel and resources in support of information technology. The department consists of five units, each with its own unique mission:

ACADEMIC COMPUTING SERVICES

The primary mission of Academic Computing Services (ACS) is to provide an appropriate level and range of hardware, software,
and consulting support to meet the academic computing needs of students, faculty, and academic staff. Within the limits of its resources, ACS provides adequately equipped and staffed on-campus computer laboratories to enable students to accomplish computing-related academic assignments. ACS is responsible for activities related to the installation of software, consultation for equipment acquisition and coordination of shared local area network resources. This unit also supports faculty and students who own their own computers. ACS supports faculty in their classroom use of computers as well as in other class-related or professional research activities employing information technology. With respect to each of the campus groups which constitute its clientele, ACS seeks both to provide for current needs and to anticipate those which are likely to arise in the future. It also provides support to campus users in the areas of consulting, training and use of supported software. Services include assistance in problem solving, phone support, coordination of activities with other units, resource material referrals and classroom instruction.

APPLICATION DEVELOPMENT AND SUPPORT SERVICES
The primary mission of this unit is the design, development, implementation and support of user applications on a variety of microcomputer, minicomputer and mainframe platforms. 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 technologies as cost-effective alternatives become available in providing business solutions. Specialized training and consultation is also provided.

INSTRUCTIONAL COMPUTING SERVICES
The mission of this unit is to provide training and consulting services to faculty in using computers 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; 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 “best practices” in instructional computing, both within 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 Office of the President. ICS works closely with other areas of the University including all areas of Information Technology Services, Academic Computing Services, and the Hubbard Center for Faculty and Staff Development, the Instructional Technology Center, the University Libraries and IT specialists in the various colleges.

NETWORK SUPPORT SERVICES
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 and coordinated by this group. This group supports and configures all switches 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.

SYSTEMS AND OPERATIONS SUPPORT SERVICES
This unit is responsible for providing a stable production mainframe and minicomputer 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, installation, maintenance and tuning of the vendor software, monitoring of equipment and resolution of problems. This includes the administration and updating of the servers. Typically systems programming has been used to implement technical applications such as bisynchronous data transmission, utilities for furthering access to applications and data, directory services, and other applications of these types.

INSTRUCTIONAL TECHNOLOGY CENTER
Charles Kreszock, Director

The Instructional Technology Center, unique in the NC University system, is located on the ground floor of Belk Library. The ITC is a multi-area support unit that provides professional consultation, expertise and production for the development and delivery of educational materials and information to the faculty, staff and students of Appalachian. The Instructional Technology Center utilizes the latest in analog, digital and web based technologies and offers audio-visual equipment checkout, copying and binding services, photography and processing services, graphic and web page design and desktop publishing, digital video editing and production and sophisticated technical repair of University owned equipment.

ITC also offers professional consultation and implementation of distance education courses and e-Learning utilizing the WEB, NCREN, the North Carolina Information Highway and satellite technologies. Delivery of course materials, classes or individual playback services from remote sites or from Belk Library is available to the campus community upon request. A professional staff is on site to offer assistance.
BELK LIBRARY
Mary L. Reichel, University Librarian

Carol Grotnes Belk Library is centrally located on Appalachian’s campus and provides ready access to a wide range of information resources. The library houses over 812,000 books; 1,481,500 microforms; and 78,000 sound recordings, videos, and other non-print media. It provides access to over 35,500 electronic titles and databases. It has print subscriptions to 4,700 scholarly and popular journals, newspapers, and serial publications. Access to electronic information is available through the library’s web page (www.library.appstate.edu/) which includes Appalachian=’s online catalog; the library catalogs of the other UNC institutions; and both full text and citation databases. The library has more than seventy 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, an Electronic Library Laboratory, a classroom for library instruction, film/video viewing rooms, and private carrels for faculty and for students writing theses.

In spring 2003, construction began on a new University Library and Information Commons. As envisioned, the new facility will be one and a half times as large as the current Belk Library. It will feature a full range of traditional and electronic information resources and services including electronic classrooms, group study rooms, a multimedia authoring center, a 24-hour study area, and a cyber-café. Opening of the new library is slated for 2005.

The university library has several special collections. The W.L. Eury Appalachian Collection, highlighting materials from and about the Appalachian Mountains, and the Justice-Query Instructional Materials Center, containing resources for teacher education and instructional development, are both housed in Belk Library. The Music Library, located in the Broyhill Music Center, contains the books, scores, and sound recordings which support the curricula of the School of Music and other Appalachian programs. Belk Library also has an extensive government documents collection. The library is a full depository library for North Carolina state documents and a selective depository of United States government publications.

Materials not owned by the university library may be obtainable 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 University of North Carolina, 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.

For library information view the Library’s home page (www.library.appstate.edu/) or call (828)262-2188.

OFFICE OF SUMMER SESSIONS
R. Clinton Parker, Director

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 a schedule of offerings, catalog or other information about summer at Appalachian, please call (828) 262-3154, FAX (828) 262-6590, or write to: The Office of Summer Sessions, John E. Thomas Hall, P.O. Box 32119, Appalachian State University, Boone, NC 28608; or visit the ASU Website: www.summerschool.appstate.edu
**Student Life**

**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 21 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. Students have access to the Leadership Resource Center where books, videos and instruction materials about leadership are available.

The Center through its Multicultural Student Development program 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.

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 Cratis D. Williams Graduate School.

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.

**STUDENT PROGRAMS**

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 McAlister's Deli and the Cascades Cafe, 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 Theatre 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.

APPALACHIAN AND THE COMMUNITY TOGETHER COMMUNITY OUTREACH CENTER
Appalachian and the Community Together (ACT) is ASU's volunteer clearinghouse, empowering students to make a difference. ACT serves as a placement agency for all of its student volunteers. Over 30 organizations offer diverse opportunities for involvement in human service and environmental advocacy. All volunteers receive both a general orientation with the program and a more intensive training once placed with an agency. As well as individual volunteer opportunities, ACT also sponsors events such as Hunger and Homelessness Week, Alternative Fall and Spring Break service trips and Into the Streets. No previous experience is required - only a willingness to learn and share your time, your talents and yourself.

THE OFFICE OF INTERNATIONAL PROGRAMS

Marvin Williamsen, Associate Vice Chancellor for International Programs
The Office of International Programs has developed educational opportunities for Appalachian students and faculty through more than thirty written agreements with institutions of higher learning in other countries. Most of these agreements provide standardized programs of study but are also sufficiently flexible to make possible unique arrangements for graduate students. Students who recognize the importance of an international dimension to their graduate preparation should contact Appalachian's Director of International Student Exchange and Study Abroad Ms. Nancy Wells.

Each summer more than four-hundred students and faculty travel together for summer-session study in other countries all across the globe. These programs are available to both undergraduate and graduate students. Standard forms of financial aid may be used to help finance international educational ventures just as they are provided on campus. Students interested in Summer Session International Programs should contact Ms. Meg Marck-Kennedy, Director of Appalachian Overseas Education Programs.

For visa questions, international graduate students work with Appalachian's visa officer, Mr. Robert White, Foreign Student Advisor and Associate Director of the office. International graduate students may secure assistance with campus housing and with orientation to the Appalachian campus and Boone community by contacting Ms. Katie Berthin, Coordinator for Student and Scholar Services. Note that deadlines defined by an annual schedule must be met.

ATHLETICS
As a member of the Southern Conference, and National Collegiate Athletic Association (NCAA), Appalachian offers ten varsity sports for women, and ten varsity sports for men at the Division I level.

Men's varsity sports include: football, cross country, soccer, basketball, wrestling, track (indoor and outdoor), tennis, baseball and golf. Women's varsity sports include field hockey, soccer, basketball, volleyball, golf, tennis, cross country, track (indoor and out) and softball.

RELIGIOUS LIFE
Appalachian is a state-owned campus, and as such it has no religious affiliation. Its students, however, promote and support a variety of denominational and non-denominational student organizations. Numerous churches are within walking distance of the campus, and many have student centers open to all students.

COUNSELING AND PSYCHOLOGICAL SERVICES CENTER
The Counseling and Psychological Services Center is part of a comprehensive program of student services within the Division of Student Development at Appalachian. 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.

**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 (careers.appstate.edu) 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 students who are graduating 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.

**HOUSING**

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. 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.

**UNIVERSITY HEALTH SERVICES**

Student Health Services (www.healthservices.appstate.edu)

Medical services are provided to qualified students by the Mary S. Shook Student Health Services at its location on the second floor of the Miles Annas 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 records on file at the Health Service. Students not in compliance will be administratively withdrawn from the academic term in question.

STUDENT FEES
Student fees support such services and activities as the Student Health Services, Student Union, Quinn Recreational Center, cultural programs, student government, concerts, social activities, forensics, theatre, intramurals, student publications, and attendance at all athletic events on campus.

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 some sort of 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 low-cost 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.

POSTAL AND BANKING SERVICES
A United States Post Office Contract Station is maintained by Appalachian in the Miles Anna Student Services Building. A mailbox is provided for most student. 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 at www.appstate.edu/www_docs/busaf/postoffice.htm for a complete description of services.

Convenient banking services are located in the lobby of the University Bookstore. For other banking services, see options under the APPCARD Office.

PARKING AND TRAFFIC
The Parking & Traffic Department is responsible for providing parking services and traffic control for all faculty, staff, students and visitors to the campus.

Anyone who parks a motor vehicle on University controlled property, owned or leased, for any period, however short, must immediately register their vehicle(s) with the Parking & Traffic Department. The only time a parking permit is not required is from 5:00 p.m. on Fridays until 7:00 a.m. on Mondays.

Several types of permits are available, dependent upon the category of the registrant. Fees are charged for parking permits, as designated by the University’s Board of Trustees.

Bear in mind that campus parking is a very limited commodity, and no one is guaranteed access to a parking permit.

For further information, please contact the Parking and Traffic Department at (828) 262-2878, visit our website at www.parking.appstate.edu, or visit our offices, located in the Rivers Street Parking Deck.

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, simply call 262-2150 or use one of the over 50 Blue Light Emergency Telephones located throughout campus. To report a crime anonymously call “Crimestoppers” at 262-4555. For detailed information about the Police Department, crime statistics, programs and services, check out our web page at www.police.appstate.edu.

APPCARD OFFICE
Electronically encoded APPCARDS and APPCARD PLUS CARDS are issued from the APPCARD Office located 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.

The APPCARD PLUS is a card issued to students who want to use their student identification card to also access their BB&T banking accounts.

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 at the University Bookstore, Crossroads Coffee, vending, The Market, selected washers and dryers, as well as for meals on campus. Official withdrawal at any time from the University will entitle the student to a refund of unspent funds on his/her Express Account. All residence hall students are required to have a MEAL 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.

FOOD SERVICES
Appalachian owns and operates its own food service in various campus facilities. The University Cafeteria, Chick-Fil-A, and the Food Court are located in Welborn Hall; McAlister’s Deli and the Cascades Cafe are located in the Plemons Student Union; and Park Place Cafe, the Pizzeria, TCBY, and The Market are located in Trivette Hall. All resident students are required to select a meal option each semester as a part of the room and board contract. Publicized options represent minimum requirement levels. Since food services pricing is a la carte, the level of participation by a student will determine the selection of the most appropriate option. Any balance in the meal account from fall semester carries over to spring, but a balance remaining at the end of the spring semester does NOT carry over into the next semester. The meal account is non-refundable. The only refund granted is when the student goes through the official withdrawal process from the University and the money refunded will be from the current semester only. Money from the prior semester will not be refunded. The pre-paid meal option is managed by the student through the computerized APPCARD system.

Food Services offers a wide variety of choices in their 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 date needed. Visit our web site at www.appstate.edu/www_docs/busaf/food/index.html for a complete listing.

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.

GEORGE M. HOLMES CONVOCATION CENTER and SEBY B. JONES ARENA
The purpose of the George M. Holmes Convocation Center is to provide facilities for the Department of Health, Leisure and Exercise Science as well as Appalachian’s basketball offices and to support the academic processes of the University.

Serving as a multi-purpose arena for the northwestern region of North Carolina, the Center will support university-sponsored events, such as commencement and College Fair. Cultural events, concerts, trade shows, athletic events and other public assembly activity 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. Please contact the Center Director for reservations.

COMMUNICATION DISORDERS CLINIC
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, marriage and family counseling, social work, and teacher education programs. There is presently no charge to Appalachian students for these services. The clinic office is located in Room 118 of Edwin Duncan Hall. For more information, call (828) 262-2185.
APPALACHIAN REGIONAL DEVELOPMENT INSTITUTE

J. Paul Combs, Director

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.

ARDI’s activities are organized into functional areas. The Appalachian International Business Center (AIBC) supports international trade; especially export development, for western North Carolina. The Information Technology Center promotes telecommunications and electronic commerce as tools for economic and social development. The Workforce Development Center conducts labor market studies and carries out research on various workforce development issues. In its state-of-the-art computer lab, this center offers hands-on seminars and workshops covering many computer technology applications. The Energy Center supports energy research and development by faculty, staff and students in areas of energy efficiency, renewables, policy analysis, and forecasting.

In its Regional Outreach function, ARDI matches Appalachian faculty with the technical assistance and applied research needs of business, government, and nonprofit organizations in the University’s service area. In addition, ARDI assists with all aspects of strategic and technical assistance for economic development organizations, local governments, not-for-profit organizations and businesses through its Economic and Community Development efforts. And finally, its Entrepreneurship initiatives support innovation, technology transfer and business development in the region.

DIVISION OF CONTINUING EDUCATION

Richard B. Parrott, Director

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, conference, 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 other academic departments and divisions of the University 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 Camp Broadstone The Office of Extension Instruction Appalachian Learning Alliance

OFFICE OF CONFERENCES AND INSTITUTES

Peter Vandenberg, Director

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 from 8 to 80 years of age, 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.

For information, contact the Director of Conferences and Institutes, University Hall, Appalachian State University, Boone, NC 28608. Phone (828) 262-3045.

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 during the fall, winter and spring. 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.

For information, contact the Director of Camp Broadstone, 1431 Broadstone Road, Banner Elk, NC 28604. Phone (828) 963-4640 or 262-3045.

OFFICE OF EXTENSION AND DISTANCE EDUCATION

Tom Fisher, Director

The Office of Extension and Distance Education serves as liaison between the many constituencies in Appalachian's service region and the colleges, divisions and departments of the University in delivering educational services to students in field-based settings. The primary function of the office is to promote, develop and administer the off-campus courses and programs that are a part of Appalachian’s commitment to the region and its citizenry.

The University offers undergraduate programming through the Admissions Partnership Program (APP) and the Appalachian Learning Alliance. Graduate programming is offered through the Appalachian Learning Alliance as well as at selected sites in western NC. Non-credit courses are administered at selected off-campus locations.

The Admissions Partnership Program was originally funded by the Carnegie Corporation of New York and offers talented high school seniors the opportunity to complete collegiate coursework in their home high schools while concurrently completing the requirements for a high school diploma. Students are admitted to the University using the same criteria as entering on-campus college freshman but are taught by high school faculty who have the appropriate credentials to teach at the college level. Currently, Appalachian has APP courses offered on the campuses of high schools in Avery, Caldwell and Davie Counties.

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 offers graduate degree programs at the UNC Graduate Center on the campus of Winston-Salem State University and selected other locations. For a list of current programs and locations please consult the Office of Extension and Distance Education web site at www.ext-dl.appstate.edu.

For additional information about credit and non-credit courses and programs offered off campus, please contact the Office of Extension and Distance Education, ASU Box 32054, University Hall Drive, Boone, NC 28608 or call (828) 262-3113 or 800-355-4084.
Admissions

The Dean of the Cratis D. Williams Graduate School is responsible for the admission of all graduate students. All degree-seeking students taking graduate courses must make formal application to the Graduate School prior to enrolling in any graduate coursework.

All applications and inquiries should be addressed to:
Cratis D. Williams Graduate School
ASU Box 32068
200 B. B. Dougherty Administration Building
Appalachian State University
Boone, North Carolina 28608

APPLICATION PROCEDURES

All applicants for admission to the Graduate School must submit: (1) a completed application with the $35.00 non-refundable, non-deductible application processing fee, (2) three letters of recommendation, (3) official test scores, as required for the program selected, (4) official transcripts of all previous postsecondary academic work.

To be official, test scores must be sent to the Graduate School directly from the testing agency or be recorded on an official transcript. Transcripts should be secured from the university or college, embossed with the school seal and enclosed in a sealed envelope. (If a previous degree is from Appalachian, a transcript will automatically be sent to the Graduate School by the Registrar’s Office at no charge.)

The completed application and all credentials should be received by the Graduate School not later than four weeks prior to the opening of the term for which admission is desired. Individual programs may have earlier deadlines. All materials submitted, including transcripts, become the property of Appalachian State University and cannot be forwarded or returned.

ADMISSION REQUIREMENTS

All applicants for admission to the Graduate School must hold a baccalaureate degree from a college or university of recognized standing and must have an undergraduate background appropriate for graduate study proposed. Applicants intending to apply for a graduate license to work in public schools must hold, or be eligible to hold, a North Carolina “A” teaching license in the chosen field or the comparable license in another state. For prerequisites in academic fields, students should consult the departmental listings.

All applicants must submit satisfactory scores from all three sections of the General Test of the Graduate Record Examination (GRE) or, for those seeking admission to the College of Business, the Graduate Management Admission Test (GMAT). Applicants seeking admission to selected programs in the College of Education may submit scores for the Miller Analogies Test (MAT) as an alternative to the GRE.

Prerequisites

Baccalaureate degree from a college or university of recognized standing and undergraduate background appropriate for graduate study proposed; or graduate degree from a college or university of recognized standing. International applicants must have earned the equivalent of an American baccalaureate degree. Applicants to teacher-education programs in all disciplines must hold, or be eligible to hold, a North Carolina “A” teaching license, or a comparable license in another state. Basic Criteria for Consideration: Satisfactory undergraduate or graduate GPA recorded on an official transcript. Official test scores on standardized tests are required by individual program. Scores must be submitted directly from the testing organization. The Reich College of Education accepts the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE). The Walker College of Business requires the Graduate Management Admission Test (GMAT). The College of Arts and Sciences, the College of Fine and Applied Arts, and the School of Music accept the Graduate Record Examination (GRE) only. International students must submit official TOEFL scores of at least 550 on the pencil-and-paper test or 230 on the computer-based test. Other Criteria for All Applicants: 3 recommendations. For specific admissions criteria and detailed information, applicants should turn to the pages describing the programs to which they are applying.

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 additional factors. A limited number of students who do not meet the minimum standards may be allowed to enroll with special permission.

Minority applicants are encouraged to apply.

Each application must be approved by the department in which the student proposes to major. The specific requirements for the various degree programs are described in the department listings.
ADMISSION STATUS

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. A student who lacks course prerequisites for admission, but is otherwise admissible may be admitted on a provisional basis.

Provisional. Provisional admission to a graduate program may be granted in the following circumstances only with a recommendation from the program director and department chairperson of the admitting program: 1) a student whose application materials do not meet the minimum published 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 to be determined by the admitting program. Provisionally admitted students cannot hold assistantships, scholarships, or tuition remissions during the first semester.

Visiting. Graduate students enrolled in good standing at other recognized graduate schools may be permitted to register for a limited number of graduate credits upon approval by the Dean of Graduate Studies and Research.

Applicant. Students whose applications are incomplete may register only after securing permission of the department chairperson and the Dean of Graduate Studies and Research. To enroll as an applicant, a student must submit to the Graduate School the following materials: a completed application form, letters of recommendation, and official transcripts. These materials must be on file in the Graduate School at least ten working days before the first day of classes during the semester when the student plans to take classes. The student must make arrangements to take the GRE, MAT, or GMAT early during that first semester. All applicants must complete the admission process, including complete review by the department in which the program-of-choice is housed, during the first semester of graduate study. Failure to complete the admission process during the initial semester will result in the student's ineligibility to register for a second semester of graduate study. The College of Business MBA Program does not permit students to enroll as applicants. 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 that only upon approval by the student's advisory committee and the Graduate Dean.

Licensure Students. Students possessing licensure and a master's degree in one area and seeking licensure in another area need not apply for admission to Graduate School except for those seeking licensure in school counseling through the Department of Human Development and Psychological Counseling. However, all students seeking licensure must be approved by the appropriate department and be accepted into the licensure program. Students seeking licensure may apply to graduate school at any time. No more than 12 hours of course work completed prior to admission under any status or a combination thereof may be counted toward the graduate degree, and that only upon approval by the student's advisory committee and the Graduate Dean.

Renewal Licensure. Students possessing a baccalaureate degree and licensure may take graduate courses to meet renewal requirements. Students are advised, however, that departments may reserve courses for degree-seeking students only. Students seeking renewal credit may apply to Graduate School at any time.

Non-Degree Students. Students holding a baccalaureate degree and who are not working toward a graduate degree are permitted to take graduate courses only with the written permission of the Graduate Dean. Course work taken as a non-degree student is not normally counted toward a graduate degree. If a student is accepted into a degree program, the student’s advisory committee can petition for no more than six hours of course work to be included in the program of study. Students are advised, however, that departments may reserve courses for degree-seeking students only. Students taking courses for personal enrichment and 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 General Bulletin of Appalachian State University.

Auditors. Regular fees are charged for auditing. A student may register as an auditor for a course with the written consent of the instructor. Classes audited shall count as part of the student’s load, but he or she will receive no credit and no grade will be assigned. An auditor is expected to be regular in class attendance. An auditor is not required to take tests and examinations. An auditor who finds it necessary to discontinue class attendance should formally drop the course.

Undergraduate Enrollment for Graduate Level Courses. Seniors with a grade point average of 3.00 or above may, with written permission from the course instructor, chairperson of the department offering the course, and the Graduate Dean, 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, chairperson of the department offering the course, and the Graduate Dean. No more than 12 hours of course work completed prior to admission under any status or a combination thereof may be counted toward the graduate degree, and that only upon approval by the student’s advisory committee and the Graduate Dean.

LEAVE OF ABSENCE POLICY
A graduate student who has begun work toward a graduate degree but who is not enrolled at Appalachian during a specific academic term will be officially classified as being on leave of absence. 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.

A leave of absence has no effect on the time limit to graduation, so that time limit will remain seven years, including the time spent on leave. A student cannot graduate at the end of an academic term during which the student has been on leave. All students must be enrolled in at least one hour of graduate credit during the academic term in which they graduate.

INTERNATIONAL STUDENTS
Since several months may be required to receive and process applications from abroad, international students are urged to submit complete information as early as possible. For the fall semester, applications should be in the Office of the Dean of Graduate Studies and Research by January 1. The deadline for Spring is June 1. Applicants whose native language is not English should have scores on the Test of English as a Foreign Language (TOEFL) sent as early as possible. Normally, a score of 550 on the paper-and-pencil TOEFL or 230 on the computer-based test is required for admission; a higher score may be necessary if an applicant wishes to be considered for an assistantship.

In addition to the application form, application processing fee, test scores, letters of recommendation, and transcripts as specified for the program, international students must provide their own health insurance, and show evidence of financial ability to pursue graduate study and pay out-of-state tuition.

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 Dean of Graduate Studies and Research. 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 two years.
Expenses and Financial Aid

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.

Appalachian admits students at the beginning of the fall, spring, and summer terms. Individual programs may have policies restricting when new students may start. Anyone wishing to apply to the Graduate School should write to the Dean of Graduate Studies and Research, Appalachian State University, Boone, NC 28608, for full information and application forms, or visit the Graduate School Website at http://www.acs.appstate.edu/department/graduate/.

EXPENSES

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.

The charges payable each semester, as anticipated at the time of publication of this catalog, are listed below. With the approval of its governing bodies, the University reserves the right to make changes when circumstances require.

SEMMESTER CHARGES (ESTIMATED RATES FOR 2002-2003)

The estimated tuition and fees for the year 2002-2003 are provided below.

<table>
<thead>
<tr>
<th></th>
<th>In-state</th>
<th>Out-of-state</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Graduate Students (9+ hours):</td>
<td>$1506.00</td>
<td>$6276.75</td>
</tr>
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</table>

Students who register for up to and including eight hours are classified as part-time for tuition. Students enrolled in an off-campus course conducted by the Office of Extension Instruction are subject to field-based charges for tuition (see below).

Part-Time Graduate Students (2002-2003 charges), per semester:

<table>
<thead>
<tr>
<th>Hours</th>
<th>In-State Charge:</th>
<th>Out-of-State Charge:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>$402.65</td>
<td>$1595.40</td>
</tr>
<tr>
<td>3-5</td>
<td>$608.90</td>
<td>$2994.40</td>
</tr>
<tr>
<td>6-8</td>
<td>$1155.00</td>
<td>$4589.55</td>
</tr>
</tbody>
</table>

FIELD-BASED CHARGES:

Tuition and fees for 2002-2003 is $83.50 per student credit hour for in-state students and $529.00 per student credit hour for out-of-state students. A fee of $5.50 is included for educational technology. The tuition and fees for 2003-2004 have not been determined at the date of this publication. It is anticipated that there will be a modest increase.

OTHER CHARGES:

Textbooks: Graduate students purchase their textbooks.

Late payment of charges: $40.00

Examinations:

The Counseling and Psychological Services Center administers the National Teacher Examinations (NTE), Miller Analogies Test (MAT), Graduate Record Examination (GRE), the Graduate Management Admission Test (GMAT), the Law School Admission Test (LSAT), and other examinations, charging fees, when applicable, in accordance with the schedule of fees maintained in the Center. Appointments can be made by telephoning (828) 262-6801.

SPECIAL NOTE. 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, license, or transcript of credits until all accounts and loans have been paid.

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—students are asked to contact the Office of Undergraduate Admissions, located in John E. Thomas Hall, (828) 262-2120.
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.

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 “Schedule of Classes” published for the academic term in question.

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.)

The only refund granted is when the student goes through the official withdrawal process from the University, and the meal account money refunded will be from the current semester only.

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.

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.

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 when she/he 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 as unearned on a pro-rata basis. Once the student have been enrolled for 60% of the term, the student is considered to have earned all of his/her 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 / 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: Unsubsidized Federal Stafford Loan Subsidized Federal Stafford Loan Federal Perkins Loan Federal PLUS Loan Federal PELL Grant 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: North Carolina Need-based Grant (NCNB) Institutional Grants, Waivers, and Scholarships Athletic Grants North Carolina Student Incentive Grant (NCSIG) Other State Aid Outside Scholarships 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 to the appropriate programs any remaining amount.
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 www.finaid.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

RESIDENCE CLASSIFICATION FOR TUITION PURPOSES
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 upon 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 a 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 residenciary acts accompanied by residenciary 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 for the dependent relative. These tuition benefits may be enjoyed onl y 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 an institution of higher education not later than the fall academic term next
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
as 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/she is
treated as a new student by the institution to which he/she is transferring and must be assigned an initial residence status classifi-
cation for tuition purposes.

University regulations concerning the classification of students by residence, for purposes of applicable tuition differentials, are set
Classification for Tuition Purposes. Each enrolled student is responsible for knowing the contents of this manual, which is the controll-
ing administrative statement of policy on the subject. Copies of the manual are available for review on request at the reference desk
in Belk Library.

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 (FOTW) or the Renewal Free Application for Federal Student Aid
on the Web (Renewal FOTW). The student must have a U.S. Department of Education PIN to complete the FOTW. Obtain the PIN
at www.pin.ed.gov. Complete the FOTW at www.fafsa.ed.gov. The paper FAFSA may be completed, but the processing of the paper
FAFSA will take longer than the FOTW.

In order to receive priority consideration, the FOTW should be completed as soon after January 1 as possible and before Appalachian’s
priority deadline of March 15 for the upcoming year. The FOTW may be completed after the March 15 filing deadline, but the
student will not receive priority consideration for need-based grants.

Appalachian State University offers grants; loans and work opportunities for which a student will be considered once the FOTW
data have 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 www.financialaid.appstate.edu.

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.

If you have questions concerning the financial aid process, please contact the Office of Student Financial Aid by phone at (828) 262-2190 or by fax at (828) 262-2585. The office is open Monday through Friday, 8:00 a.m. to 5:00 p.m., excluding University observed holidays.

INFORMATION TO 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 VA Certifying Official, 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, 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 his or her unit to obtain an application.

Additional information regarding VA related benefits may be obtained by contacting the VA Certifying Official, Office of Student Financial Aid, Appalachian State University, Boone, North Carolina 28608, and (828) 262-2583.

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- 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 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 http://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 and off-campus jobs by category.

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

STUDENT LOAN PROGRAMS
Eligible students must be enrolled at least half-time (five credit - not audit - hours) to receive a federal student 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 Student Guide (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 www.financialaid.appstate.edu.

Loans available to Appalachian students include:

- the Federal Subsidized Stafford Loan (based on financial need) and
- the Federal Unsubsidized Stafford Loan (not based on financial need).
Expenses and Financial Aid

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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. Graduate scholarship and fellowship information may be found at www.graduate.appstate.edu

NORTH CAROLINA MINORITY PRESENCE GRANT PROGRAM — GENERAL PROGRAM
The University of North Carolina System funds the Minority Presence Grant General; Programs, Parts I and II. Funds from General Program Part I are allocated to historically white and historically black institutions for the purpose of recruiting financially needy North Carolina minority students. General Program Part II consists of grant funds for Native Americans, Hispanics, and Asians.

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 FOTW to apply for the NCNB grant.

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.

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 “Schedule of Classes” at www.registrar.appstate.edu.

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.)

The only refund granted is when the student goes through the official withdrawal process from the University, and the meal account money refunded will be from the current semester only.

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.

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.

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 when she/he 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 as unearned on a pro-rata basis. Once the student have been enrolled for 60% of the term, the student is considered to have earned all of his/her 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: \[ \frac{18 \text{ days}}{113 \text{ days}} = 15.9\% \] 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: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal Perkins Loan, Federal PLUS Loan, Federal PELL Grant, 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: North Carolina Need-based Grant (NCNB), Institutional Grants, Waivers, and Scholarships, Athletic Grants, North Carolina Student Incentive Grant (NCSIG), Other State Aid, Outside Scholarships, 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 to the appropriate programs any remaining amount.

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 [www.financialaid.appstate.edu](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.

**GRADUATE ASSISTANTSHIPS, FELLOWSHIPS, SCHOLARSHIPS**

Competitively awarded graduate assistantships involving teaching, research, or service to the University are available in most departments for the regular session. Assistants will devote up to 20 hours a week to instruction, research, or service for the University. In some cases, Assistants may give proportionately less time to their assistantships. Assistants usually receive academic-year stipends and are permitted to carry an academic load of up to twelve semester hours depending upon the classification of the assistantship. Certificate-only students and students admitted provisionally are not eligible to hold graduate assistantships. The average single assistantship carries a stipend of $6,000. Appalachian offers only a limited number of graduate assistantships for the summer session, with stipends ranging from $480 to $770 for each term.
Degree Requirements

Degree requirements are listed showing the minimum for each degree. Credentials of each applicant are reviewed and a program of study is devised for each individual. Therefore, students may be required to take course work above the minimum. For specific information about programs and requirements, direct correspondence to the Graduate Student Advisor of the particular department.

SUMMARY OF PROCEDURES FOR GRADUATE DEGREE STUDENTS

SUCCESSIVE STEP
1. Application for admission to Graduate School.
2. Consultation with departmental advisor.
3. Completion of the program-of-study leading to the degree.
4. Application for admission to candidacy.
5. Approval of thesis/dissertation committee, presentation and approval of prospectus (for students who are writing a thesis or dissertation).
6. Clearance and application for degree. Obtain necessary forms and instructions from the Graduate Office. Students must be registered for at least one semester hour in the semester in which they plan to graduate.
7. Completion and defense of thesis or dissertation.
8. Submission of unbound copy of thesis or dissertation to Graduate School.
9. (For all students required to take comprehensive examination and/or do Product of Learning): Comprehensive examination and/or Product of Learning, as required by program
10. Conferring of degree

TIME
1. At least one month prior to student’s first registration.
2. During registration and about two weeks later.
3. Prior to the close of the first semester.
4. After the student has completed one semester (8-12 hours) of graduate study, but before the student completes 18 hours. Doctoral Students: After satisfactory completion of the Qualifying Exam and Prospectus.
5. 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.
6. By the graduation application deadline stated in the Schedule of Classes and stated on the Application for a Graduate Degree. (Also see the Graduate School’s web site at www.graduate.appstate.edu for more graduation information.
7. At least 10 working days prior to last class day of the final semester.
8. At least 10 working days prior to last class day of the final semester.
9. At least 14 calendar days prior to date for graduation.
10. Commencement.

Advisors. Students admitted to a program of graduate study at Appalachian State University are assigned an academic advisor or advisory committee from the department or curriculum program in which the student plans to complete the major portion of his/her work. Students are expected to meet with their advisors during the first term on campus for the purpose of developing their programs. Changes in the program may be made only with the approval of the advisor and the Senior Associate Dean of Graduate Studies. Course work taken without approval will not automatically be applicable towards the degree.

Student Responsibility. Graduate students are entrusted with the responsibility for monitoring their own progress. They 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.

ADMISSION TO CANDIDACY - MASTER'S DEGREE STUDENTS

Admission to Graduate School does not carry with it Admission to Candidacy for the graduate degree. Admission to Candidacy requires one semester of graduate study in the University.
1. Admission to Candidacy is contingent upon the recommendation of the applicant’s advisory committee. If the candidate’s advisor and committee cannot recommend the student for Admission to Candidacy after the student has completed 8 to 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 18 hours, the student will not normally be permitted to continue as a degree student.
2. Before being accepted as a candidate for the degree, an applicant will be expected to have demonstrated ability to do satisfactory work at the graduate level. A student must have at least a 3.00 grade-point average at the time the application for candidacy is presented.
3. Students shall file with their advisor a proposed Program of Study before the end of the first semester. Forms for this purpose may be obtained either from the advisor, from the Graduate School, or from the Graduate School Website. The Program of Study is presented to the Graduate School by the advisor immediately upon approval by the advisory committee.
4. Applicants planning to pursue a North Carolina State Department of Public Instruction licensure program are required to present a minimum of 18 semester hours of undergraduate credit in public school education and related courses. The applicant’s academic field shall be based upon a prerequisite of an undergraduate major in that field.
5. At the time the student is recommended for Admission to Candidacy, the committee will indicate the specific language proficiency, if one is required for the particular major involved. (See the section following on proficiency requirements or see the department descriptions.)

6. After the student has been admitted to candidacy, the Program of Study must be followed unless a change is approved by the advisor and the Senior Associate Dean of Graduate Studies.

ADMISSION TO CANDIDACY - DOCTORAL STUDENTS
Admission to doctoral program does not carry with it Admission to Candidacy for the doctoral degree. Admission to Candidacy requires satisfactory completion of the Qualifying Exam and Prospectus.

DOUBLE MAJOR
The student may, in certain circumstances, be permitted to construct a Program of Study which will lead to the completion of more than one major under the same graduate degree. The advisors and advisory committee, to be appointed by the chairperson(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 a comprehensive examination and/or Product of Learning will be administered for each of the majors involved if applicable. (Note: The MBA and M.S./Accounting degrees do not require a comprehensive examination nor Product of Learning.)

DOUBLE MASTER’S DEGREE
A student may, in certain circumstances, complete two different master’s degrees concurrently. Unlike the double major (two disciplines within the same degree, generally the M.A. or the M.S.), this option allows for a combination of two completely separate degree programs, e.g. the MBA plus the M.S., or the MPA plus the M.A. 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 seven-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.

REQUIREMENTS FOR GRADUATION
The degrees of Master of Arts, Master of Business Administration, Master of Library Science, Master of Music, Master of Public Administration, Master of School Administration, Master of Science, Specialist in Education, Certificate of Advanced Study or Doctor of Education may be conferred upon a student who has successfully completed the program of work. 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.

MASTER OF ARTS (M.A.)
In many of the M.A. programs a student may, with the approval of the advisor and the Graduate Dean, elect not to write a thesis. Hence, either of two programs for a master’s degree may be followed:

THESIS PROGRAM
1. A minimum of 30 acceptable semester hours of graduate course work, including the thesis. 22 hours must be completed in residence at Appalachian within the major.

NOTE: Although the requirements for many degree programs at Appalachian can be met within the minimum of 30 semester hours, the student should be aware that certain programs of study require more hours. Students are advised to check with the department of their intended major early in their studies.

2. A minimum residence of one academic year or its summer equivalent is required.
3. A thesis in the major field of interest must be completed. Credit for the thesis varies by department (1-6 hours).
4. All graduate credit offered for the degree must have been earned within a limit of 7 calendar years. Course work that is beyond the 7-year limit cannot be used for the degree.
5. Grades on course work may not average lower than 3.00. No graduate course with a grade of “F” or “U” will be credited toward the degree.
6. An acceptable performance on a comprehensive exam and/or Product of Learning is required of every candidate for the M.A. degree. The Product of Learning is required for candidates in the teacher education programs, either in addition to the comprehensive exam or as a substitute for the comprehensive exam, depending on the student’s major. (the MBA and M.S./Accounting degrees do not require a comprehensive exam nor a Product of Learning.) The comprehensive exam and/or Product of Learning must be scheduled during the last one-third of the residence period and at least 14 calendar days prior to the date on which the candidate is awarded the degree. The candidate must have been admitted to candidacy prior to taking the comprehensive examination and/or prior to presenting the Product of Learning. The comprehensive examination is evaluated by at least three members of the graduate faculty, all of whom sign the Report of Comprehensive Exam form that is forwarded to the Dean of Graduate Studies and Research. The Product of Learning Report form must be signed by the
Degree Requirements

Chairperson of the student’s Product of Learning committee, the director of the student’s graduate program and the department chairperson, and should be forwarded to the Dean of Graduate Studies and Research.

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 his/her specialty. The thesis is expected to be written in 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 department chairperson may appoint any member of the department graduate faculty to act as chairperson of the thesis committee and to supervise the writing of the thesis.

NON-THESIS PROGRAM

1. A minimum of 36 acceptable semester hours of graduate course work, 28 of which must be completed in residence at Appalachian. At least 24 semester hours must be completed within the major.

NOTE: Although the requirements for many degree programs at Appalachian can be met within the minimum of 36 semester hours, the student should be aware that certain programs of study require more. Students are advised to check with the department of their intended major early in their studies.

A candidate may, with the permission of the advisor and the approval of the Graduate School, offer up to eight semester hours of graduate credit from another graduate school.

For students pursuing the M.S. in Accounting, 30 acceptable semester hours of graduate course work are required, 24 of which must be completed in residence at Appalachian.

2. All graduate credit offered for the degree must have been earned within a limit of 7 calendar years. Course work that is beyond the 7-year limit cannot be used for the degree.

3. Grades on course work may not average lower than 3.00. No graduate course with a grade of “F” or “U” will be credited toward the master’s degree.

4. An acceptable performance on a comprehensive exam, capstone project and/or Product of Learning is required of every candidate for the M.A. degree. The Product of Learning is required for candidates in the teacher education programs, either in addition to the comprehensive exam or as a substitute for the comprehensive exam, depending on the student’s major. (the MBA and M.S./Accounting degrees do not require a comprehensive exam or a Product of Learning.) The comprehensive exam and/or Product of Learning must be scheduled during the last one-third of the residence period and at least 14 calendar days prior to the date on which the candidate is awarded the degree. The candidate must have been admitted to candidacy prior to taking the comprehensive examination and/or prior to presenting the Product of Learning. The comprehensive examination is evaluated by at least three members of the graduate faculty, all of whom sign the Report of Comprehensive Exam form that is forwarded to the Office of the Registrar. The Product of Learning Report form must be signed by the chairperson of the student’s Product of Learning committee, the director of the student’s graduate program and the department chairperson, and should be forwarded to the Office of the Registrar.

PROFICIENCY REQUIREMENTS

Candidates for many of the Master of Arts degrees will be expected to demonstrate proficiency in either a foreign language or statistics and/or computer science.

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 chairperson of the Department of Foreign Languages and Literatures not later than three weeks before the date the examination is scheduled. The chairperson, 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. The student electing to demonstrate proficiency in statistics or computer science should confer with the chairperson of the Department of Mathematical Sciences, or the Department of Computer Science. Usually three courses in statistics, if satisfactorily completed, will meet the requirement. Generally these courses and a machine-use course will meet the
computer requirements. These courses should be from the departments of Mathematics, Statistics, and/or Computer Science. At Appalachian State University it is the Department of Mathematical Sciences or the Department of Computer Science.

Proficiencies required by departments for the Master of Arts degree are as follows: (See the department descriptions for the particular majors which require a proficiency.)

1. **APPALACHIAN STUDIES**: a reading knowledge of a foreign language or demonstrated competence in statistics and/or computer science, subject to the approval by the student’s advisor.

2. **ENGLISH**: a reading knowledge of a foreign language.

3. **FAMILY AND CONSUMER SCIENCES**: demonstrated proficiency in statistics by satisfactory completion of STT 2810 and STT 3820 or FDN 4600 or an equivalent course.

4. **HISTORY**: a reading knowledge of a foreign language, or demonstrated proficiency in statistics and computer science as a research tool, subject to departmental approval.

5. **MATHEMATICS**: demonstrated proficiency in use of technology, subject to the approval of the academic graduate committee in mathematics.

6. **POLITICAL SCIENCE**: demonstrated proficiency in reading a foreign language or quantitative analysis as a research tool. The department may determine the proficiency required.

7. **PSYCHOLOGY**: demonstrated competence in statistics and/or computer science. In Psychology, the Graduate School proficiency requirement will be met by completion of PSY 5030.

8. **ROMANCE LANGUAGES**: A reading knowledge in French is required for all French concentrations/programs and a reading knowledge in Spanish is required for all Spanish concentrations/programs.

**GRADUATE MINORS**

A graduate (M.A.) minor consists of 8-12 semester hours in certain approved subjects. Those areas which offer approved minors are:

1. Appalachian Studies
2. Community, Junior and Technical College Teaching
3. English
4. Family and Consumer Sciences
5. Geography
6. Higher Education, Administration
7. Higher Education, Adult Education
8. Higher Education, Developmental Studies
9. Higher Education, Teaching
10. History
11. Philosophy and Religion
12. Physics
13. Psychology
14. Romance Languages/French
15. Romance Languages/Spanish

**MASTER OF SCIENCE (M.S.)**

The Master of Science degree is offered with majors in accounting, applied physics, biology, computer science, and exercise science. Requirements for this degree, essentially the same as for the academic Master of Arts degree, include:

2. An orientation examination during the first two weeks of the program (not required for accounting or applied physics majors).
3. A comprehensive examination, except in accounting.

The student is responsible for meeting regulations and other minimum degree requirements as established by the Graduate School for graduate study.

**MASTER OF BUSINESS ADMINISTRATION (M.B.A.)**

The Master of Business Administration program provides a curriculum offering professional training for executive positions in business, industry, and government. The degree also prepares students for doctoral study leading to careers in teaching and research. The program is both for those who hold baccalaureate degrees in business and for those who have earned degrees in other disciplines. The student is responsible for meeting general regulations and minimum degree requirements as set up by the Graduate School for graduate study. The M.B.A. program consists of a minimum of 64 semester hours of advanced course work. For students without adequate undergraduate preparation, prerequisite courses must be completed.

**MASTER OF LIBRARY SCIENCE (M.L.S.)**

The Master of Library Science degree provides professional training for librarians. The goals and degree requirements, essentially the same as for the Master of Arts degree, are described in detail under the Department of Leadership and Educational Studies listing.

**MASTER OF MUSIC (M.M.)**

The Master of Music degree is available to those students who desire a course of study in music teaching and performance. The requirements for the degree are described in the School of Music listing.

**MASTER OF PUBLIC ADMINISTRATION (M.P.A.)**

The Master of Public Administration degree is designed to educate individuals who wish to pursue management or administrative
degrees in the public sector. The program seeks to sensitize students to the problems of administration in a democratic society and provide the technical skills necessary for entering public service. The academic component of the program strives to strike a balance between developing a broad, theoretical perspective upon public administration and equipping students with skills specific to their chosen fields or areas of concentration. A demonstrated proficiency in reading a foreign language or quantitative analysis as a research tool is required. See the Department of Political Science listing for details.

**MASTER OF SCHOOL ADMINISTRATION (M.S.A.)**
The Master of School Administration degree is designed to prepare education professionals for careers in public school administration. The program requires 42 hours: 30 hours of basic requirements including a 9-hour internship, and 12 hours of structured electives. Successful completion of the program and passage of a state licensure examination qualify a student to become an assistant principal or principal in North Carolina.

**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 26 semester hours of the work must be completed at Appalachian. If a thesis is not written, the student may include up to nine semester hours of graduate work not more than 7 years old from another approved graduate school or nine semester hours of field-based work completed through 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. (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.) Graduate course work from an earned degree cannot be included in the second master’s degree.

**EDUCATIONAL SPECIALIST'S DEGREE (Ed.S.)**
The Educational Specialist's degree is intermediate between the master’s degree and a doctoral degree. Admission to this degree program is based upon the applicant’s holding a master’s degree from an accredited institution. Regulations and procedures governing the master’s degree also apply to the Educational Specialist’s degree. Up to nine semester hours taken beyond the master’s degree at an approved institution may be transferred. Course require-ments range from 30 to 36 semester hours of graduate work beyond the master’s degree.

**CERTIFICATE OF ADVANCED STUDY (C.A.S.)**
Upon completion of the requirements in the program in School Psychology, a student earns both a Master of Arts degree and a Certificate of Advanced Study. This 72-semester hour program is administered by the department of psychology. Regulations and procedures governing the Master’s degree also apply to the Certificate of Advanced Study.

**DOCTOR OF EDUCATION DEGREE (Ed.D.)**
The Doctor of Education Degree is designed for school leaders who wish to further develop and refine their leadership capabilities, and to increase their knowledge and skill in leading complex organizations.

The program consists of a minimum of 60 semester hours of course work beyond the master’s degree. There is a general knowledge core in educational administration, a research core including an on-going research seminar, a correlated-minor selected from approved minors and a site-based internship under the joint supervision of a faculty member and a qualified practitioner. A dissertation is also required that treats a significant problem in or related to educational leadership. This program requires one full-year, full-time residency on campus.

**FIELD-BASED OPTION**
Designed primarily for other than full-time students, the field-based master’s or specialist’s degree programs provide the opportunity for students to extend or update their academic credentials with only short, conveniently scheduled, on-campus experiences. The student is responsible for meeting regulations and degree requirements as set up by the Graduate School.

**APPLICATION FOR THE DEGREE**
The graduate student must file with the Dean of Graduate Studies and Research an application for the master’s or specialist’s or doctoral degree by the deadline specified in the current schedule of classes. The application form may be secured from the Graduate School. If qualified to apply for a licensure to teach in North Carolina, the candidate may also file an application for a teaching license. (This form may be secured from the Graduate School).

Graduate students cannot graduate at the end of the academic term in which they are admitted nor at the end of the term in which they have been on leave of absence. All graduate students must be enrolled in at least one hour of graduate credit during the academic term in which they graduate. (See the Leave of Absence Policy in the Admissions section of this bulletin.)

**COMMENCEMENT**
Candidates for graduate degrees are encouraged to be present at commencement.
Academic Regulations
THE INSTRUCTIONAL PROGRAM
The instructional program at Appalachian State University is diversified, attempting to meet the needs of many types of students. In addition to the course offerings listed under each instructional department, students who have been admitted to candidacy for a degree may elect to do independent study under the direction of selected faculty members, or to participate in an internship. Detailed information on each of these options is given in appropriate sections of this catalog.

A new catalog is issued biennially; and, 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 catalog is, therefore, usually valid only for the two-year period of its issue, and is superseded by subsequent issues. Any interested person should consult the most recent issue of the University catalog for current information about the instructional program. Approved changes to degree programs are generally posted on the on-line catalog shortly after approval.

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

Changes in academic policy become effective for all students on the date approved for implementation.

The Board of Governors of The University of North Carolina is the governing body of Appalachian State University. The powers of the chancellor and the faculty are delegated by the board.

Registration at Appalachian indicates the student’s willingness to accept both published academic regulations and rules found in official announcements of the University. In the interest of all its students, Appalachian reserves the right to decline admissions, to suspend, or to require the withdrawal of a student when such action is, by due process, deemed in the interest of the University.

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.

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 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.)

COURSE AND GRADE POLICIES
COURSE NUMBERING. Courses designated in this catalog as 5000 and above are limited to graduate students only. Lower level undergraduate courses can be taken as prerequisites only.

The figure in parentheses after the course title tells the credit in semester hours; for example, the figure (3) means three semester hours. Semesters of the year in which the course is offered are represented by symbols: “F” for fall, “S” for spring, and “SS” for summer.

A hyphen in the course number, credit, and semesters of the year in which the course is offered indicates that the course extends through more than one semester and that the preceding semester must be completed before the following semester can be taken.
The comma in the course number, credit, and semesters indicates that the course is continuous but that one semester may be taken independently of another.

The semicolon in the semesters offered indicates that the course is a one-semester course and is repeated in a subsequent semester. If the course is a two-semester sequence, the semicolon in the semester offered indicates that all courses listed are normally taught in the semesters indicated. Special requirements for admission to a course are stated after the word prerequisite.

In stating departmental prerequisites, the following list of standard abbreviations will be used:

Accounting ................................................................. ACC
Anthropology .............................................................. ANT
Appalachian Studies ...................................................... AS
Applied Music ............................................................. AMU
Art .............................................................................. ART
Astronomy ...................................................................... AST
Athletic Training .......................................................... AT
Biology .......................................................................... BIO
Business Administration .............................................. MBA
Business Education ..................................................... B E
Chemistry ........................................................................ CHE
Chinese .......................................................................... CHN
Communication .......................................................... COM
Communication Disorders ............................................. C D
Computer Information Systems ..................................... CIS
Computer Science ....................................................... CS
Cooperative Education Program .................................... CEP
Criminal Justice ........................................................... CJ
Curriculum and Instruction .......................................... C I
Dance ............................................................................. DAN
Economics ....................................................................... ECO
Educational Leadership ............................................... EDL
English ............................................................................ ENG
Exercise Science .......................................................... ES
Family and Consumer Sciences ..................................... FCS
Finance, Banking and Insurance .................................... FIR
Foreign Languages and Literatures ................................. FL
Foundations of Education ............................................ FDN
French ............................................................................. FRE
General Honors ........................................................... GH
General Science .......................................................... GS
General Science Astronomy .......................................... GSA
General Science Biology .............................................. GSB
General Science Chemistry ......................................... GSC
General Science Geology ............................................. GSG
General Science Physics .............................................. GSP
Geography ...................................................................... GHY

The administration reserves the right to withdraw any course for which there is insufficient enrollment.

**COURSE LOADS** The maximum course load during the regular academic year is 15 semester hours per semester for students without assistantships, and 9-12 semester hours for those holding assistantships. Students holding full assistantships are not permitted to enroll for more than 12 hours during a regular semester. For the summer session, the course load is 6 semester hours for a four- or five-week term and 3 semester hours for a two-week term. Graduate students may not earn more than 12 semester hours for an entire summer.

For full-time resident credit, students must be registered for a minimum of 9 semester hours.

**REGISTRATION.** Graduate students register at the time specified on the University's academic calendar. Registration material and instructions are provided by the Registrar's Office.
CLASS ATTENDANCE. Graduate students are expected to be responsible for regular class attendance. A student whose attendance in classes is unsatisfactory to the instructor, the advisor, or the Dean of Graduate Studies and Research may be excluded from a course, a final examination, or a graduate program.

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 entire remission or award if that student withdraws from courses.

After the nine-week period a course cannot be dropped except for exceptional circumstances and with the approval of the instructor, chairperson and dean. 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.

The drop periods for the summer terms will be published in the summer Schedule of Classes.

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 (located on the first floor of John E. Thomas Hall). 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 published for each academic term).

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) on each course for which she or he is enrolled at the time of withdrawal.

There are two exceptions to the above 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 (i.e., for other than medical or psychological) reasons. 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.

The Registrar’s Office is allowed to administratively withdraw a student who is auditing a class but has not been “regular in attendance.” Documentation for the withdrawal will consist of an appropriate notation by the instructor of record on the final grade roll.

A student who holds a tuition remission 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, but does not officially withdraw (i.e., does not formally notify the Registrar’s Office) will automatically receive a “Failing” grade on each course for which she or he is enrolled.

PROBATIONARY STATUS

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

SUSPENSION AND DISMISSAL

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

Graduate students who fail to maintain a cumulative grade 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 Graduate Studies and Research (see Probationary Status). Normally, degree candidacy is discontinued for the student who has received as many as four grades of “C”. If a graduate student receives a grade of “F” or “U” the student may not continue in Graduate School unless the advisor...
submits in writing an acceptable recommendation to the Dean of Graduate Studies and Research. 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” or “U” may not continue toward the graduate degree under any circumstances.

GRADES
At the end of an academic term, grades are given in each course by letters which indicate the quality of work done by the student. Note that at the graduate level, the final grade point average (GPA) is calculated only on grades assigned to courses within the 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 received by the Graduate School.

A = Superior graduate accomplishment, 4 grade points per semester hour.
A- = 3.7 grade points per semester hour.
B+ = 3.3 grade points per semester hour.
B = Average graduate accomplishment, 3 grade points per semester hour.
B- = 2.7 grade points per semester hour.
C+ = 2.3 grade points per semester hour.
C = Below average but passing, 2 grade points per semester hour.
C- = 1.7 grade points per semester hour.
F = Failing grade. An “F” in the approved graduate Program of Study must be removed at the time of graduation.
I = Incomplete, assigned only because of sickness 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, except that all incompletes must be removed at the time of graduation. An incomplete is not given merely because assignments were not completed during the semester.
@F = Administrative Failure (given in cases where a student has not properly withdrawn from a class).
AU = Auditing, no credit.
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).
S = Satisfactory, given for a practicum, a thesis and other designated courses.
U = Unsatisfactory, given for a practicum, a thesis and other designated courses.
W = Withdrawal, either from a course or from the University.
WP = Withdrawal/passing.
WF = Withdrawal/failing, course dropped with failing grades more than nine weeks after registration closes.
WU = Withdrawal/unsatisfactory.

All grades of “@F”, “F”, “I”, “IP”, “NR”, “U”, “WF” and “WU” which are in the approved graduate Program of Study must be removed at the time of graduation.

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 one semester of the official ending of the course. Any extension of this period must be approved by the appropriate dean and the Registrar. The grade of “D” is not given in Graduate School and graduate students may not elect the Pass/Fail option.

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.

CHANGING GRADES
Once an instructor has reported a grade to the Registrar, it cannot be changed except in case of an error in either computing or recording the grade.

CHANGING MAJORS
Students who have been approved by one department but who wish to change to another must have the approval of the Dean of Graduate Studies and Research and of the department into which they propose to transfer before the change may be made. Change of Major request forms are available in the Graduate School.
CREDIT BY EXAMINATION
Upon the recommendation of a graduate student’s committee and with the approval of the chairperson 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 at Appalachian or must be working for credit for teacher licensure.

INDIVIDUAL STUDY
A Student may arrange to take courses numbered above 5000 on an individual basis provided the advisor, the chairperson of the department in which the course is offered, and the instructor all agree. Appropriate forms for requesting permission to take a course by individual study are furnished by department chairpersons.

INDEPENDENT STUDY AND SELECTED TOPICS
With the approval of the instructor, the department chairperson, the dean of the college, and the Dean of Graduate Studies and Research, 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.

TIME LIMIT
Academic work, including transfer credit, taken no more than seven calendar years before the year in which the graduate degree is awarded may be used to satisfy the degree requirements. Course work that is beyond the seven-year limit cannot be used for the degree.

DUAL-LISTED COURSES
Selected 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 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 9 hours.

TRANSFER CREDIT
A student enrolled in a non-thesis degree program may usually be permitted to transfer from another approved graduate school up to nine (9) semester hours of appropriate graduate credit. A student in a thesis program may be permitted to transfer up to six semester hours of appropriate resident work completed in another approved graduate school, provided the work has not been included in a previous degree.

The grades earned must be at least “B” and the credit cannot be more than seven years old at the time the degree is awarded. Note that grades of “P” meaning “Passing” or “Pass/Fail” option and grades of “S” meaning “Satisfactory” are unacceptable. Also, courses are unacceptable for transfer if they were used or counted in another degree.

Non-thesis students who want to transfer more than nine (9) semester hours or thesis students who want to transfer more than six (6) semester hours may appeal to the Dean of Graduate Studies and Research.

INTERNSHIP
Internships are available to majors in school administration, junior college teaching, special education, speech pathology, student personnel, political science, public history, sociology, psychology, school counseling, community counseling, and marriage and family therapy.

The following administrative policy governs 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.

Research Credit Hours (courses numbered XXX 5989)
Graduate courses numbered XXX 5989 were designed primarily to fulfill the continuous enrollment requirement of one credit hour per semester. The 5989 course number may also be used as additional hours by a student who needs full-time status, provided that the student meets the following criteria: 1) the student has already completed all required and elective course work; and 2) the student is actively engaged in research for a thesis, product of learning, and/or other capstone course.
1. A student may enroll for at least 1 hour but no more than 3 hours of XXX 5989 during any given semester to count toward full-time status for a tuition remission, a scholarship, or an assistantship.
2. Graduate courses numbered XXX 5989 cannot be included for credit in a Program of Study.
3. A student will be charged the regular tuition rate for course work numbered XXX 5989 used toward full-time status rather than as the continuous enrollment requirement (reserved for students whose only graduation shortage is either a thesis or product of learning defense, or a comprehensive exam).

APPEALS PROCESS FOR GRADUATE STUDENTS
A student reserves the right to appeal any decision concerning termination from their graduate program or termination from their graduate assistantship. If a student wishes to appeal these decisions, they must follow the guidelines below. The Appeals Committee consists of a representative from each college and meets only on demand. The Committee’s decision is binding.

TERMINATION FROM PROGRAM
Step I: Appeal to program first
Step II (if necessary): Appeal to committee.

TERMINATION FROM GRADUATE ASSISTANTSHIP
Step I: Appeal to supervisor or graduate program director/coordinator first.
Step II (if necessary): Appeal to department chairperson.
Step III (if necessary): Appeal to committee.

TRANSCRIPTS
Transcripts must be requested in writing from the Registrar’s Office. Transcripts (official or unofficial) will not be issued to students who have unsettled accounts with the University.

POLICIES AND PROCEDURES CONCERNING RELEASE OF STUDENT INFORMATION

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 records maintained at the University. This means that they will apply to any student—current or former—who actually completed registration at one time.

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 wants to make a specific 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 in the folder from other institutions are property of Appalachian and will not be returned to the student or sent elsewhere at her/his request.
   D. Grade reports will be mailed directly to the student at her/his permanent address. 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 Internal Revenue code.

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

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

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

Further details about FERPA and FERPA procedures at General Administration are to be found in the referenced policies. Questions about the policies may be directed to Legal Section, Office of the President, The University of North Carolina, General Administration, Annex Building, 910 Raleigh Road, Chapel Hill, N.C. (mailing address: P.O. Box 2688, Chapel Hill, NC 27515-2688; tel: 919-962-4588).
The College of Arts and Sciences

Dr. Stanley Aeschleman, Interim Dean
Dr. Richard Henson, Associate Dean
Dr. Rainer Goetz, Assistant Dean

The College of Arts and Sciences plays a central role in fulfilling Appalachian State University's instructional mission. The College comprises the academic areas of the Humanities, the Mathematical, Natural, and Social Sciences and offers graduate instruction in many of its departments and through the Center for Appalachian Studies.

The College encourages professional growth, creativity, and colleagueship, 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 prepare for further study at the doctoral level.

Graduate degree programs in Arts and Sciences lead to a Master of Arts (MA), Master of Public Administration (MPA), Master of Science (MS), or a Certificate of Advanced Study (CAS). The following is a listing of the College’s individual graduate degree programs and the corresponding major codes (in parentheses). For specific degree requirements, refer to individual department listings.

<table>
<thead>
<tr>
<th>CENTER FOR APPALACHIAN STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA in Appalachian Studies (204*) with concentrations in Appalachian Culture Area (204B) and Sustainable Development (204C)</td>
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<table>
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<tr>
<th>DEPARTMENT OF BIOLOGY</th>
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<tbody>
<tr>
<td>MS in Biology (207A)</td>
</tr>
<tr>
<td>MA in Biology, Education (209*) with a concentration in Secondary School Teaching (209S)[T]</td>
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</tbody>
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<table>
<thead>
<tr>
<th>DEPARTMENT OF COMPUTER SCIENCE</th>
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<tbody>
<tr>
<td>MS in Computer Science (224A)</td>
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<table>
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<tr>
<th>DEPARTMENT OF ENGLISH</th>
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<tbody>
<tr>
<td>MA in English (232A)</td>
</tr>
<tr>
<td>MA in English, Education (235*) with concentrations in Community, Junior and Technical College Teaching (235J) and Secondary School Teaching (235S)[T]</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE</th>
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<tbody>
<tr>
<td>MA in Romance Languages, French (Teaching) (Major Code: 223*) with concentrations in</td>
</tr>
<tr>
<td>(a) French, K-12 Teaching (M Level Licensure) (Concentration Code: 223D)</td>
</tr>
<tr>
<td>(b) Community, Junior and Technical College Teaching/French (Concentration Code: 223C)</td>
</tr>
<tr>
<td>MA in Romance Languages, French (Major Code: 222A)</td>
</tr>
<tr>
<td>MA in Romance Languages, Spanish (Teaching) (Major Code: 229*) with concentrations in</td>
</tr>
<tr>
<td>(a) Spanish, K-12 Teaching (M Level Licensure) (Concentration Code: 229D)</td>
</tr>
<tr>
<td>(b) Community, Junior and Technical College Teaching/Spanish (Concentration Code: 229C)</td>
</tr>
<tr>
<td>MA in Romance Languages, Spanish (Major Code: 228A)</td>
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<thead>
<tr>
<th>DEPARTMENT OF GEOGRAPHY AND PLANNING</th>
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<tbody>
<tr>
<td>MA in Geography (237A)</td>
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<tr>
<th>DEPARTMENT OF HISTORY</th>
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<tbody>
<tr>
<td>MA in History (255A)</td>
</tr>
<tr>
<td>MA in History, Education (248*) with concentrations in Community, Junior and Technical College (248J) and Secondary School Teaching (248S)[T]</td>
</tr>
<tr>
<td>MA in Public History (283A)</td>
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<table>
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<tr>
<th>DEPARTMENT OF MATHEMATICAL SCIENCES</th>
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<tbody>
<tr>
<td>MA in Mathematics (264*) with a concentration in College Teaching (264B)</td>
</tr>
<tr>
<td>MA in Mathematics, Education (263*) with a concentration in Secondary School Teaching (263S)[T]</td>
</tr>
</tbody>
</table>
DEPARTMENT OF PHYSICS AND ASTRONOMY
MS in Applied Physics (206A)

DEPARTMENT OF POLITICAL SCIENCE/CRIMINAL JUSTICE
MA in Political Science (267*) with concentrations in General/Theoretical (267B), American Government (267C), Justice Studies (267D), and International Relations/Comparative Politics (267E)

MPA in Public Administration (279*) with concentrations in Public Management (279B), Town, City and County Management (279C) and Administration of Justice (279D)

DEPARTMENT OF PSYCHOLOGY
MA in Clinical Psychology (217A)

MA in Health Psychology (296A)

MA in Industrial-Organizational Psychology and Human Resource Management (258A). This degree is offered jointly with the College of Business, Department of Management

MA in Psychology, General Experimental (226A)

CAS in School Psychology (278A)

MA in School Psychology (278A)

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK
MA in Gerontology (245A)

MA in Gerontology (256*) with concentrations in Counseling (256B), Program Administration (256C) and Lifespan Transitions (256D)

Graduate certificate in Gerontology (245A). For more information, contact the Cratis D. Williams Graduate School at 828-262-2130 or visit our website at www.graduate.appstate.edu.

INTERDISCIPLINARY
MA in Social Science, Education (282*) with concentrations in Community College/Geography (282N), Community College/History (282O), Community College/Political Science (282P), Community College/Sociology (282Q), Secondary School (Advanced Licensure)/Anthropology (282R)[T], Secondary School (Advanced Licensure)/Economics (282S)[T], Secondary School (Advanced Licensure)/Geography (282T)[T], Secondary School (Advanced Licensure)/History (282U)[T], Secondary School (Advanced Licensure)/Political Science (282V)[T], Secondary School (Advanced Licensure)/Sociology (282W)[T], Community College/Psychology (282X), Community College/Criminal Justice (282Y). Consult the Social Science, Education Program listing in this catalog for further information.

Graduate Minors - Graduate minors are offered by:
Appalachian Studies
Department of English
Department of Foreign Languages and Literatures
Department of Geography and Planning
Department of History
Department of Philosophy and Religion
Department of Physics and Astronomy
Department of Psychology

Graduate Study not leading to a degree is offered by the Departments of Anthropology, Chemistry, Geology, Philosophy and Religion, and Sociology and Social Work.

For specific requirements for the programs cited above consult the individual department sections of this catalog.
The John A. Walker College of Business

Dr. Lyle Schoenfeldt, Acting Dean
Dr. Tim Burwell, Associate Dean

The mission of the John A. 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 this, our focus is on academic excellence, technological competencies, and the practical application of business principles. Through research and service, the Walker College contributes to the growth and progress of the business discipline and the broader community.

The Master of Science (MS) in Accounting and the Master of Business Administration (MBA) are offered through the College of Business. Students in both programs are expected to develop a common set of skills and competencies including: analytical, communication, interpersonal, decision-making, as well as knowledge about business practice, professional presence and ethical responsibilities. They are also expected to become competent in information technology and are afforded opportunities for international and practical business experiences.

The following is a listing of the two-degree programs with the University’s internal major code shown in parentheses. For specific degree requirements see the index and the appropriate department in this Graduate Bulletin.

DEPARTMENT OF ACCOUNTING
MS in Accounting (302*) with concentrations in Taxation (302B), General (302C) and Accounting Systems (302D)

INTERDISCIPLINARY
MBA in Business Administration (305A)

GRADUATE CERTIFICATES
The Department of Finance, Banking and Insurance offers a graduate certificate in Finance (322A) which requires 18 hours of graduate coursework, a portion of which can be satisfied with coursework taken in support of the MBA degree.

The Department of Information Technology and Operations Management offers a graduate certificate in Information Systems (336A) which requires 18 hours of graduate study, a portion of which can be satisfied with coursework taken in support of the MBA degree.

The Department of Management offers a graduate certificate in Human Resource Management which requires 18 hours of graduate coursework, a portion of which can be satisfied with coursework taken in support of the MBA degree.

For more information on any of these graduate certificate programs, contact the Cratis D. Williams Graduate School at 828-262-2130 or visit our website at www.business.appstate.edu/grad.
The Reich College of Education

Dr. Charles Duke, Dean
Dr. Doris Jenkins, Associate Dean
Dr. Henry McCarthy, Assistant Dean

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 levels of Master of Arts (MA), Education Specialist (EdS), and Doctor of Education (EdD). Additional specific degrees include the Master of Library Science (MLS) and the Master of School Administration (MSA).

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, over 10 human service programs are offered at the graduate level. These programs prepare students for various public service professions.

The Reich College of Education offers the following degree programs. Appalachian’s internal major code is shown in parentheses after each degree. For specific degree requirements, see the index and appropriate departments in this Graduate Bulletin.

**DEPARTMENT OF CURRICULUM AND INSTRUCTION**

*MA, Curriculum Specialist (416A) [T]*

*MA in Educational Media (434*) with concentrations in Instructional Technology/Specialist/Telecommunications (434C) [T], Instructional Technology Specialist/Media Production (434F), and Instructional Technology Specialist/Media Literacy (434G) (Applications for admission to the Master of Arts in Educational Media with a concentration in Technology/Specialist/Telecommunications are not being accepted. For additional information contact the Graduate School or the academic department.)*

*MA in Elementary Education (422A) [T]*

*MA in Middle Grades Education (472*) [T] with concentrations in Language Arts (472B) [T], Mathematics (472C) [T], Science (472D) [T], and Social Studies (472E) [T]*

Graduate certificate in Educational Media Instructional Technology: Web-Based Distance Learning (419A) and Media Literacy (424A). For more information, contact the Cratis D. Williams Graduate School at 828-262-2130 or visit our website at www.graduate.appstate.edu.

**DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING**

*MA in Community Counseling (405*) with concentrations in Addictions Counseling (405B), Community Counseling, General (405G) Marriage and Family Counseling (405E), and Expressive Arts Therapy (405F)*

*MA in School Counseling (417*) [T] with concentrations in Elementary/Middle School Licensure (417B) [T] and Secondary School Licensure (417C) [T]*

*MA in Marriage and Family Therapy (468A)*

*MA in College Student Development (496*) with concentrations in College Counseling (496B) and Student Affairs Practice (496C)*

Graduate certificate in Addiction Counseling (423A) and Expressive Art Therapy. For more information, contact the Cratis D. Williams Graduate School at 828-262-2130 or visit our website at www.graduate.appstate.edu.

**DEPARTMENT OF LANGUAGE, READING, AND EXCEPTIONALITIES**

*MA in Communication Disorders (489A) [T]*

*MA in Communication Disorders (493A)*

*MA in Reading Education, General (477*) with concentrations in Adult Literacy (477B) and Classroom/Clinical (477E) [T] +*

*MA in Special Education: Cross Categorical (495A) [T] +*

*MA in Special Education: Teaching Parent Specialty (484A)*

**DEPARTMENT OF LEADERSHIP AND EDUCATIONAL STUDIES**

*MA in Educational Media (437*) with concentrations in Instructional Technology Specialist/Computers (437D) [T] and Instructional Technology Specialist/Computers, General (437E)*

*MA in Higher Education, Administration (450A)*

*MA in Higher Education, Adult Education (451A)*
MA in Higher Education, Developmental Studies (452A)
MA in Higher Education, Teaching (453A)
MLS in Library Science, General (465*) with concentrations in School Libraries (465B) [T] and Public Libraries (465C)
MSA in School Administration (433A) [T]
EdS in Educational Administration (428A) [T]
EdS in Higher Education, Administration (450A)
EdS in Higher Education, Adult Education (451A)
EdS in Higher Education, Developmental Studies (452A)
EdS in Higher Education, Teaching (453A)

TEACHER EDUCATION GRADUATE PROGRAMS HOUSED OUTSIDE THE REICH COLLEGE OF EDUCATION

COLLEGE OF ARTS AND SCIENCES
MA in Biology, Education (209*) with a concentration in Secondary School Teaching (209S) [T]+
MA in English, Education (235*) with a concentration in Secondary School Teaching (235S) [T]+
MA in History, Education (248*) with a concentration in Secondary School Teaching (248S) [T]+
MA in Mathematics, Education (263*) with a concentration in Secondary School Teaching (263S) [T]+
MA in Romance Languages, French Teaching (223*) with a concentration in French Education (M Licensure) (223D) [T]
MA in Romance Languages, Spanish Teaching (229*) with a concentration in Spanish Education (M Licensure) (229D) [T]
MA/CAS in School Psychology (278A) [T]
MA in Social Science, Education (282*)+ with concentrations in Secondary School (Advanced Licensure)/Anthropology (282R) [T], Secondary School (Advanced Licensure)/Economics (282S) [T], Secondary School (Advanced Licensure)/Geography (282T) [T], Secondary School (Advanced Licensure/History (282U) [T], Secondary School (Advanced Licensure)/Political Science (282V) [T], Secondary School (Advanced Licensure)/Sociology (282W) [T]

COLLEGE OF FINE AND APPLIED ARTS
MA in Child Development: Birth through Kindergarten (548*) with a concentration in Teaching (548B) [T]+
MA in Family and Consumer Sciences, Education (527A) [T]+
MA in Health and Physical Education (569*) with a concentration in Master Teacher (569E) [T] (Applications for admission to the Master of Arts in Health and Physical Education with a concentration in Master Teacher are not being accepted. For additional information contact the Graduate School or the academic department.)
MA in Technology Education (546*) with a concentration in Secondary School Teaching (546S) [T]+

SCHOOL OF MUSIC
MM in Music Education (559*)+ with concentrations in General Music (559B) [T], Band Directing (559D) [T], Choral Directing (559E) [T]

+Requirements for these degrees 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.
The College of Fine and Applied Arts

Dr. Mark Estepp, Dean
Dr. Pat Reighard, Associate Dean

The College of Fine and Applied Arts offers degree programs at the Master of Arts (MA) and Master of Science (MS) levels. Appalachian’s internal major code is shown in parentheses after each of the degrees listed below. For specific degree requirements, see the index and the appropriate department in this Graduate Bulletin. 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.

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES
MA in Child Development: Birth-Kindergarten (548*) with concentrations in Teaching (548B)[T], Administration (548C), and Allied Personnel (548D)
MA in Family and Consumer Sciences (529A)
MA in Family and Consumer Sciences, Education (527A)[T]

DEPARTMENT OF HEALTH, LEISURE AND EXERCISE SCIENCE
MA in Health and Physical Education (569*) with a concentration in Master Teacher (569E)[T] (Applications for admission to the Master of Arts in Health and Physical Education with a concentration in Master Teacher are not being accepted. For additional information contact the Graduate School or the academic department.)
MA in Sports Management (547A)
MS in Exercise Science (519A)

DEPARTMENT OF TECHNOLOGY
MA in Industrial Technology (538*) with concentrations in Applied Electronics (538B), Appropriate Technology (538C), Building Science (538D), Graphic Arts and Imaging Technology (538E), Industrial Technology (538F), Manufacturing Technology (538G), Technical Communications (538H), and Technical Training (538I)
MA in Technology Education (546*) with concentrations in Community, Junior and Technical College Teaching (546J) and Secondary School Teaching (546S)[T]

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 chairperson or the associate dean of the college.
The Mariam Cannon Hayes School of Music

Dr. William Harbinson, Dean
Dr. Jay Jackson, Associate Dean

The Hayes School of Music offers the following Master of Music degree programs. Appalachian’s internal major code is shown in parentheses after each degree. For specific degree requirements, see the School of Music in this Graduate Bulletin.

**MM in Music Education** (559*) with concentrations in General Music (559B)[T], Band Directing (559D)[T], Choral Directing (559E)[T]

**MM in Performance** (558*) with concentrations in Performance/Bassoon (558B), Performance/Cello (558C), Performance/Clarinet (558D), 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), Performance/Euphonium (558Y), Music Composition (558Z)
The Walker College of Business, through the Department of Accounting, offers the Master of Science (M.S.) in Accounting. 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.

MASTER OF SCIENCE IN ACCOUNTING
Major Code: 302*
Concentrations:
- Accounting Information Systems (Code: 302D)
- General (Code: 302C)
- Taxation (Code: 302B)

Prerequisites: Baccalaureate degree from an accredited college or university
Basic Criteria for Consideration
(Undergraduate GPA X 200) + GMAT = 1100 GMAT. Minimum of 450 is recommended
Other Criteria for All Applicants
3 recommendations
Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer/ 1 May for Summer II

For students without adequate preparation in accounting and business, the following undergraduate equivalent courses which are prerequisite to graduate study must be completed: Accounting Principles, Economics, Statistics, Behavioral Science and Finance. MBA COURSE EQUIVALENTS MAY BE TAKEN IN PLACE OF UNDERGRADUATE COURSES.

In addition, the undergraduate preparation must include the following accounting courses:
- Financial (or 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.

Hours: 30 semester hours

The program requires a minimum of 30 semester hours of graduate study and allows the student to follow a general, tax, or accounting information systems 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.
## Required Courses:
Outside the Department of Accounting ................................................................................. 6
(Must be approved by the Program Director)

**SUBTOTAL HOURS** ........................................................................................................ 6

## Concentrations:
### ACCOUNTING INFORMATION SYSTEMS (Code: 302D)
- ACC (Accounting Information Systems) Electives ......................................................... 12
  (Must be approved by the Program Director)
- ACC 5210 Advanced Managerial Accounting ............................................................... 3

### Other Electives:
- Thesis Option ................................................................................................................... 3
- Non-thesis Option ............................................................................................................ 9
  Electives may be ACC, College of Business (COB) or outside COB and must be approved by the Program Director.

**SUBTOTAL HOURS** ......................................................................................................... 18-24

**OR**

### GENERAL (Code: 302C)
- ACC 5210 Advanced Managerial Accounting ............................................................... 3
- ACC 5230 International Accounting ................................................................................. 3
- ACC 5270 Current Issues in Technology and AIS ............................................................ 3
- ACC 5390 Contemporary Issues in Accounting ............................................................... 3
- ACC Electives ..................................................................................................................... 3
  (ACC 5080 will be required for students who have not taken ACC 4580 or an equivalent course.)

### Other Electives:
- Thesis option ...................................................................................................................... 3
- Non-thesis option ............................................................................................................. 9
  Electives may be ACC, College of Business (COB) or outside COB and must be approved by the Program Director.

**SUBTOTAL HOURS** ......................................................................................................... 18-24

**OR**

### TAXATION (Code: 302B)
- ACC 5580 Tax Planning and Research ............................................................................ 3
- ACC (Tax) Electives .......................................................................................................... 9
  (Must be approved by the Program Director)

### Other Electives:
- Thesis option ...................................................................................................................... 6
- Non-thesis option ............................................................................................................. 12
  Electives may be ACC, College of Business (COB) or outside COB and must be approved by the Program Director.

**SUBTOTAL HOURS** ......................................................................................................... 18-24

### Thesis:
Optional ACC 5999 Thesis ......................................................................................... 6

**TOTAL HOURS** ............................................................................................................. 30

### Language Proficiency: None required
### Comprehensive: None required
### Product of Learning: None required

**NOTE:** Each graduate student must develop a Program of Study with the Program Director.

## GENERAL ADMISSION
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 admissions 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. Three favorable letters of reference are also necessary for admission.

(For a description of the course abbreviations used in the following list of courses, see page 46.)

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 with a minimum grade of C-. [Dual-listed with ACC 4580.]

An advanced study of the taxation of corporations and shareholders at the federal level, with emphasis on Subchapter C, and tax planning. Prerequisite: ACC 3580.

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. Student presentations are a major part of the 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: Admission to the M.S. in accounting program or ACC 3200 or equivalent.

ACC 5230. International Accounting/(3).S.
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.

A current-issues course designed to explore new developments in business technology and accounting information systems. Prerequisite: Graduate standing and permission of the instructor.

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

A study of the historical and theoretical aspects of the financial auditing function in the United States. A case approach will be used to examine some of the current issues facing the profession. Topics may include: SEC oversight of the auditing profession, the expectations gap, internal control; the integrated framework, the changing economics of the public accounting profession, and/or other topics of current interest. Prerequisite: ACC 5560.

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: Consent of instructor.

ACC 5370. Analysis and Design of Accounting Systems/(3).SS.
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. Prerequisite: ACC 3570 or 5570.

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.

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.

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: ACC 2110.

Integration of the conceptual and computational aspects of income determination, financial statement analysis and preparation, special topics, and current pronouncements in financial accounting. Prerequisite: ACC 3110 with a minimum grade of C- (1.7). (Dual-listed with ACC 4550.)

ACC 5560. Introduction to Auditing/(3).F:S.
The first course in the auditing sequence introducing the student to selected auditing topics, including selected auditing standards, types of services, analysis of reports, legal responsibility, ethics, and internal control considerations. Prerequisite: ACC 3110 with a minimum grade of C- (1.7). (Dual-listed with ACC 4560.)
ACC 5570. Accounting Systems/(3).F.
A study of emerging issues in accounting information systems. Students will develop competence in understanding and interacting with various systems. Prerequisite: Graduate standing and permission of the instructor.

ACC 5580. Tax Planning and Research/(3).SS.
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.

An examination of the special problems in accounting for business combinations and consolidated entities, and foreign currency translation. A critical comparison of SEC accounting report requirements and generally accepted accounting principles. Accounting issues in partnership formation, reporting and liquidation. Prerequisite: ACC 3110 with a minimum grade of C- (1.7). (Dual-listed with ACC 4590.)

ACC 5660. Auditing Concepts and Applications/(3).F;S.
An indepth study of ASB pronouncements and application of GAAS to an audit (public, internal and governmental) engagement. Greater emphasis on system analysis, relationship of internal control to audit objectives, and purpose of selected audit procedures—cases used where applicable. Prerequisite: ACC 5560 with a minimum grade of C- (1.7). (Dual-listed with ACC 4660.)

ACC 5680. Wealth and Tax Planning/(3).F.
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 3110.

Advanced cost analysis and cost management with emphasis on modern performance measurement. Cost accounting for world-class manufacturing; quality cost accounting and TQM; activity-based accounting systems; theory of constraints, life-cycle costing, and target costing. Revenue variances, transfer pricing, and quantitative methods are examined. Other topics are derived from modern applications of cost accumulation systems in the United States and other countries. Prerequisite: ACC 3200 with a minimum grade of C- (1.7). (Dual-listed with ACC 4710.)

ACC 5760. Internal Auditing/(3).S.
An introduction to selected internal auditing topics, including types of services, an overview of the internal audit process, preparation and analysis of reports, internal auditing standards, professional responsibilities, and the code of ethics.

ACC 5780. Issues in Taxation/(3).S.
This course examines issues the students are generally not exposed to in their other tax courses. Topics include: exempt organizations; advanced individual tax issues including nonrecognition transactions (like kind exchanges, involuntary conversations, sale of a personal residence), retirement plans, fringe benefits, deferred compensation, stock options and other compensation planning tools; selected corporate tax issues including business combinations and redemptions; the basic concepts in multistate and international tax. Prerequisite: ACC 3580.

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.

This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. It is graded on a S/U basis and does not count toward a degree.

ACC 5990. Professional Examination Preparation/(3).F;S.
An intensive review of the accounting discipline, the purpose of which is to assist the student to bring together his/her course work in accounting so as to maximize performance on a professional examination. All course work is updated to include the latest pronouncements of the various rule-making bodies. Prerequisite: Consent of instructor. (Dual-listed with ACC 4990.)

ACC 5999. Thesis/(6).F;S. Graded on S/U basis.
Department of Anthropology

**Gregory G. Reck**, Chairperson and Professor  
Ph.D., Catholic University of America  
Ethnological Theory, Social Change, Magic and Religion, Narrative  
Ethnography, Mexico, Mesoamerica, Latin America, Appalachia

**Harvard G. Ayers**, Professor  
Ph.D., Catholic University of America  

**Patricia D. Beaver**, Director of Appalachian Studies and Professor  
Ph.D., Duke University  
Cultural Anthropology, Social Organization, Gender, Appalachia, China

**Jefferson C. Boyer**, Professor  
Ph.D., University of North Carolina at Chapel Hill  
Social Anthropology, Peasant and Regional Studies, Rural Development, Honduras and Central America, Appalachia

**Susan E. Keefe**, Professor  
Ph.D., University of California at Santa Barbara  
Ethnicity, Social Organization, Medical and Applied Anthropology, Mexican Americans, Appalachians, United States

**Diane P. Mines**, Assistant Professor  
Ph.D., University of Chicago  
Cultural Anthropology, Phenomenology of Place and Time, Social Theory, Ritual and Politics, Caste; India, South Asia

**Thomas R. Whyte**, Professor  
Ph.D., University of Tennessee at Knoxville  
Archeology, Zooarcheology, Experimental Archeology, Eastern United States, Southern Appalachia

The Department of Anthropology participates in a graduate program leading to the Master of Arts degree in Social Science, Education (Major Code: 282*) with a concentration in Secondary School (Advanced Licensure)/Anthropology (Code: 282R), and the Master of Arts degree in Appalachian Studies (Major Code: 204*).

(For a description of the course abbreviations used in the following list of courses, see page 46.)

**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 5200. Sustainable Development: Theory, Method and Case/(3).S.Alternate years.**  
A seminar on the social theory and applied methods of project interventions in communities and regions. A survey of relevant economic and ecological theory and assistance in developing a comprehensive research proposal.

**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. Political Economy, Globalization and Rural Development/(3).On Demand.**  
Descriptive and theoretical analysis of peasantry in the context of world economic and political systems in the face of globalization. Explores the political economy of rural development and prospects for sustainable development from a comparative perspective. (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. (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. It is graded on an S/U basis and does not count toward a degree.
Appalachian Studies

Patricia D. Beaver, Director and Professor
Ph.D., Duke University
Cultural Anthropology, Social Organization, Gender, Appalachia, China

Graduate Faculty: Teaching faculty in the Appalachian Studies curriculum are drawn from a variety of academic departments on campus.

The Center for Appalachian Studies coordinates curriculum offerings, projects, and research relating to the Appalachian region. A 36 semester credit hour Master of Arts degree program is offered in Appalachian Studies, with concentrations in the Appalachian Culture Area and in Sustainable Development.

**MASTER OF ARTS IN APPALACHIAN STUDIES**

*Major Code: 204*

**Concentrations:**
- Appalachian Culture Area (Code: 204B)
- Sustainable Development (Code: 204C)

The Master of Arts Degree in Appalachian Studies offers two interdisciplinary concentrations: A. The **Appalachian Culture Area** concentration 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. B. The **Sustainable Development** concentration 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.

**Requirements:**

**A. Appalachian Culture Area (Code: 204B)**

**Prerequisites:**
- Baccalaureate degree from an accredited college or university

**Basic Criteria for Consideration**
- Cumulative GPA: 3.0
- GRE Verbal score: 500 or higher
- GRE Writing score: 3.5 or higher

**Other Criteria for All Applicants**
- 3 letters of reference addressing applicants academic potential
- 2-page statement of intent explaining applicant’s academic and professional goals in chosen concentration (Appalachian Culture, Sustainable Development, or both) and the value of regional studies to the contemporary world

**Deadline**
- 1 July for Fall
- 1 November for Spring
- 1 April for Summer

An undergraduate major or minor in the social sciences or humanities. Additional courses (up to 15 hours maximum) in the social sciences may be required if so indicated by the student’s deficiencies.

**Hours: 36 semester hours**

**Required Courses:**

1. **Core Courses:**
   - A S 5000 Bibliography & Research ................................................................. 3
   - A S 5020 Colloquium in Appalachian Studies ................................................ 3

   **SUBTOTAL HOURS** ........................................................................................................ 6

2. **Regional Courses: Choose 4 courses (12 hours):**
   - ANT 5120 Appalachian Culture & Social Organization ........................................ 3
   - ENG — (consult with advisor) a choice of one course offering with Appalachian materials as the primary subject (e.g. ENG 5720 Appalachian Literature, ENG 5710 Advanced Folklore) ................................................................. 3
   - HIS 5208 Seminar in Appalachian History ............................................................ 3
   - P&R 5400 Religion in Appalachia ................................................................. 3
   - P S 5130 Appalachian Political Perspectives ............................................. 3
   - SOC 5300 Appalachia in Social Contex ............................................................. 3

   **SUBTOTAL HOURS** ........................................................................................................ 12
3. Electives: Choose 4-5 courses (12-15 hours) from Regional courses above or Elective list below (with approval of student’s advisor)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 5200</td>
<td>Sustainable Development: Theory, Method and Case</td>
</tr>
<tr>
<td>ANT 5600</td>
<td>Medical Anthropology</td>
</tr>
<tr>
<td>ANT 5610</td>
<td>Ethnographic Field School</td>
</tr>
<tr>
<td>A S 5500</td>
<td>Independent Study</td>
</tr>
<tr>
<td>A S 5530</td>
<td>Selected Topics</td>
</tr>
<tr>
<td>BION/GHY 5530</td>
<td>Selected Topics: Biogeography of the Southern Appalachians</td>
</tr>
<tr>
<td>ENG</td>
<td>Course offerings with Appalachian topics as the focus (e.g. literature,</td>
</tr>
<tr>
<td></td>
<td>folklore, Hollywood/Appalachia)</td>
</tr>
<tr>
<td>GHY 5301</td>
<td>Regional Geography</td>
</tr>
<tr>
<td>GHY 5400</td>
<td>Planning Process</td>
</tr>
<tr>
<td>HIS 5002</td>
<td>Seminar in Public History</td>
</tr>
<tr>
<td>HIS 5204</td>
<td>Interpreting American History</td>
</tr>
<tr>
<td>HIS 5660</td>
<td>Topics in Public and Applied History</td>
</tr>
<tr>
<td>P S 5060</td>
<td>Seminar in Public Administration</td>
</tr>
<tr>
<td>PS 5330</td>
<td>Problems in State and Local Government</td>
</tr>
<tr>
<td>TEC 5638</td>
<td>Contemporary Problems in Appropriate Technology</td>
</tr>
</tbody>
</table>

**SUBTOTAL HOURS** .......................................................................................................................... 12-15

*Note:* 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.

4. Final Project:

- A S 5900 Internship ................................................................................................................. 3-6
- OR
- A S 5999 Thesis .......................................................................................................................... 3-6

**SUBTOTAL HOURS** .......................................................................................................................... 3-6

**TOTAL HOURS** ............................................................................................................................... 36

**Thesis:** Optional

**Language Proficiency:** A reading knowledge of a foreign language, or demonstrated competency in statistics and/or computer science, subject to approval by the student’s advisor, is required.

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

**Product of Learning:** None required

B. Sustainable Development (Code: 204C)

**Prerequisites:**

1. 8 s.h. in biology, chemistry, geology or physics - the courses may be in the same discipline or different disciplines,
2. A course in the scientific understanding of human-environmental interactions,
3. Three courses in the social sciences other than economics,
4. An economics course equivalent to ECO 2030/2040, and
5. A statistics course equivalent to Statistics 2810.

Students who are deficient in one or more of the above areas are expected to take undergraduate courses at Appalachian to make up the deficiency. These courses will not count toward the graduate program of study.

**Hours:** 36 semester hours

**Required Courses:**

1. **Core Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A S 5000</td>
<td>Bibliography and Research</td>
</tr>
<tr>
<td>ANT 5200</td>
<td>Sustainable Development: Theory, Method and Case</td>
</tr>
<tr>
<td>G S 5510</td>
<td>Environmental Problems</td>
</tr>
<tr>
<td>GHY 5110</td>
<td>Special Topics in Regional Analysis</td>
</tr>
</tbody>
</table>

**SUBTOTAL HOURS** .......................................................................................................................... 12

2. **Regional Courses:** Select two courses from the list below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 5120</td>
<td>Appalachian Culture and Social Organization</td>
</tr>
<tr>
<td>BION/GHY 5530</td>
<td>Selected Topics: Biogeography of the Southern Appalachians</td>
</tr>
</tbody>
</table>
Appalachian Studies

HIS 5208 Seminar in Appalachian History .............................................................. 3
P S 5130 Appalachian Political Perspectives .......................................................... 3

SUBTOTAL HOURS ................................................................................................. 6

3. Interest Areas and Electives:
   Possible areas of interest can be:
   1. Environmental Sciences
   2. Planning and Management
   3. International Development
   4. Sustainable Enterprise
   5. Appropriate Technology

In consultation with the program director and thesis committee, choose a minimum of 6 hours from list A. and a minimum of 6 hours from list B. below:

A. Natural Sciences and Geographic Analysis:
   BIO 5212 Population Ecology ................................................................. 4
   BIO 5222 Communities and Ecosystem Ecology .................................... 4
   BIO/GHY 5530 Selected topics: Biogeography of the Southern Appalachians 3
   GHY 5620 Synoptic and Regional Climatology .................................. 3
   GHY 5800 Quantitative Methods ......................................................... 3
   GHY 5820 Geographical Hydrology .................................................. 3
   GHY 5100 Special Topics in Physical Environmental Analysis ........ 3
   GLY 5620 Hydrogeology ................................................................. 4

SUBTOTAL HOURS ................................................................................................. 6

B. Social Sciences, Humanities, and Technology:
   ANT 5565 Political Economy, Globalization and Rural Development ...... 3
   ECO 5532 Selected Topics: Environmental Economics ...................... 3
   GHY 5400 Planning Process ................................................................. 3
   HIS 5660 Topics in Public and Applied History .................................. 3
   MBA 5410 Marketing Strategy and Applications ............................... 3
   MGT 5770 Social Responsibilities of Management ........................... 3
   P S 5060 Seminar in Public Administration ......................................... 3
   P S 5665 Public Management ............................................................. 3
   P S 5722 U.S. Foreign Policy .............................................................. 3
   P S 5748 Latin American Politics ..................................................... 3
   PLN 5700 Project Management .......................................................... 3
   TEC 5638 Contemporary Problems in Appropriate Technology ...... 3
   HIS 5106 Studies in European History .............................................. 3
   OR
   HIS 5306 Studies in Latin American History .................................... 3
   OR
   HIS 5406 Studies in Asian History ..................................................... 3

SUBTOTAL HOURS ................................................................................................. 6

4. Final Project
   A S 5900 Internship .................................................................................. 6
   OR
   A S 5999 Thesis ....................................................................................... 6

SUBTOTAL HOURS ................................................................................................. 6

TOTAL HOURS ...................................................................................................... 36

Thesis: Optional

Language Proficiency: A reading knowledge of foreign language, or demonstrated competency in statistics and/or computer science, subject to approval by the student’s advisor, is required.

Comprehensive: A comprehensive examination is required.

Product of Learning: None required
Graduate Minor in Appalachian Studies (Code: 203)

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A S 5000</td>
<td>Bibliography &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>ANT 5120</td>
<td>Appalachian Culture &amp; Social Organization</td>
<td>3</td>
</tr>
<tr>
<td>BIO/GHY 5530</td>
<td>Selected Topics: Biogeography of Southern Appalachia</td>
<td>3</td>
</tr>
<tr>
<td>ENG —</td>
<td>Course with Appalachia as the central focus (e.g., ENG 5710-Advanced</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Folklore; ENG 5720-Appalachian Literature)</td>
<td></td>
</tr>
<tr>
<td>HIS 5208</td>
<td>Seminar in Appalachian History</td>
<td>3</td>
</tr>
<tr>
<td>P&amp;R 5400</td>
<td>Religion in Appalachia</td>
<td>3</td>
</tr>
<tr>
<td>P S 5130</td>
<td>Appalachian Political Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>SOC 5300</td>
<td>Appalachia in Social Context</td>
<td>3</td>
</tr>
</tbody>
</table>

(For a description of the course abbreviations used in the following list of courses, see page 46.)

APPALACHIAN STUDIES (A S)

A S 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.

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.

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

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

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

A S 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. It is graded on an S/U basis and does not count toward a degree.

A S 5999. Thesis/(3-6).F;S.
Graded on an S/U basis.
Department of Biology

Vicki J. Martin, Chairperson and Professor
Ph.D., Wake Forest University
Developmental Biology, Neurobiology

Jeffrey A. Butts, Professor
Ph.D., Bowling Green State University
Parasitology (Filariasis and Toxoplasmosis), Epidemiology

Terry N. Carroll, Associate Professor
Ed.D., University of North Carolina at Greensboro
Science Education, Environmental Science, Passive Solar Design

Mary U. Connell, Professor
Ph.D., Kent State University
Molecular Biology, Biotechnology

Robert P. Creed, Associate Professor
Ph.D., Michigan State University
Aquatic Ecology, Community Ecology

Pradeep M. Dass, Assistant Professor
Ph.D., University of Iowa
Science Education, History and Philosophy of Science, Science-Technology-Society

Ruth Ann Dewel, Adjunct Assistant Professor
Ph.D., University of Houston
Eukaryote Evolution, Origin of Bilateria, Arthropod Nervous System and Head Segmentation, and Comparative Micromorphology of Invertebrates

Floyd R. Domer, Adjunct Professor
Ph.D., Tulane University
Pharmacology, Physiology

Judith E. Domer, Dean of Graduate Studies and Research and Professor
Ph.D., Tulane University
Medical Mycology, Immunology

Steven E. Dyche, Adjunct Associate Professor
Ed.D., University of Montana
Science Education

Melany Fisk, Assistant Professor
Ph.D., University of Colorado
Microbiology

Dru A. Henson, Assistant Chairperson and Professor
Ph.D., Wake Forest University
Immunology, Physiology

Richard N. Henson, Associate Dean of Arts and Sciences and Professor
Ph.D., Texas A & M University
Marine Biology and Ecology, Parasitology and Invertebrate Systematics

S. Coleman McClenghan, Assistant Professor
Ph.D., University of Tennessee at Knoxville
Mycology, Lichenology, Botany

Zack E. Marrell, Associate Professor
Ph.D., Duke University
Plant Systematics, Speciation and Hybridization, Southern Appalachian Floristics and Biogeography, Evolutionary Theory

Howard S. Neufeld, Professor
Ph.D., University of Georgia
Physiological Plant Ecology, Air Pollution Effects, Ecosystem Ecology, Global Change, Plant Water Relations, Plant Gas Exchange

Matthew P. Rowe, Professor
Ph.D., University of California at Davis
Behavioral Ecology, Acoustical Mimicry

Mathis J. Sedivec, Professor
Ph.D., University of North Carolina at Chapel Hill
Neurobiology, Animal Physiology

J. Kenneth Shull, Professor
Ph.D., Florida State University
Cytogenetics, Chromosome Structure and Behavior in Meiosis

Shea R. Tuberty, Assistant Professor
Ph.D., Tulane University
Invertebrate Zoology, Ecology, Environmental Physiology and Endocrinology of Crustaceans

Robert Van Devender, Professor
Ph.D., University of Michigan
Evolutionary Biology, Ecology, Population Dynamics, Zoogeography, Herpetology and Vertebrate Biology

Mark E. Venable, Associate Professor
Ph.D., Wake Forest University
Cell Biology, Aging, Lipids

Gary L. Walker, Professor
Ph.D., University of Tennessee at Knoxville
Plant Population Ecology, Cliff-Face Ecology

Ray S. Williams, Associate Professor
Ph.D., University of South Carolina
Insect Ecology, Plant-Insect Interactions

Michael Windelspecht, Assistant Professor
Ph.D., University of South Florida
Population Genetics, Technology in Education
The Department of Biology offers the following two degrees:
(1) Master of Science in Biology, the traditional biology degree requiring a thesis.
(2) Master of Arts in Biology, Education, with one concentration: (a) Secondary School Teaching

**MASTER OF SCIENCE IN BIOLOGY**
Major Code: 207A

Baccalaureate degree from an accredited college or university

**Basic Criteria for Consideration**
(GRE Verbal percentile x 4) + (GRE Quantitative percentile x 4) + (Analytical x 50) + (GPA x 300) = 1300, with a minimum GRE analytical score of 4.

**Other Criteria for All Applicants**
3 recommendations from individuals familiar with the applicant’s academic performance. Statement of interest and intent

**Deadline**
Rolling admission but with first consideration for scholarships and assistantships given to early applicants

**Hours:** 30 semester hours

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<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>
</tr>
</tbody>
</table>

**SUBTOTAL HOURS** ................................................................. 11

Remaining Hours ........................................................................................................ 19

**TOTAL HOURS** ......................................................................................... 30

**Thesis:** Required

**Language Proficiency:** None Required

**Comprehensive:** A written comprehensive examination and an oral defense of the thesis.

**Seminar:** A successful completion of a seminar reporting on the Thesis is required.

**Product of Learning:** None required

**MASTER OF ARTS IN BIOLOGY, EDUCATION+**
Major Code: 209*

Concentration: Secondary School Teaching (Code: 209S)

**Prerequisite:**
Baccalaureate degree from an accredited college or university

**Basic Criteria for Consideration**
(GRE Verbal percentile x 4) + (GRE Quantitative percentile x 4) + (Analytical x 50) + (GPA x 300) = 1300, with a minimum GRE analytical score of 4

**Other Criteria for All Applicants**
3 recommendations from individuals familiar with the applicant’s academic performance.
Statement of interest and intent

**Deadline**
Rolling admission but with first consideration for scholarships and assistantships given to early applicants.

**Hours:** 37 semester hours are required for both thesis and non-thesis options.

+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.

**Required Courses:**
Twenty-four of the credits must be in biology including the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 5555</td>
<td>Plant Physiology</td>
<td>4</td>
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<tr>
<td>OR</td>
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</tr>
<tr>
<td>BIO 5506</td>
<td>Advanced Animal Physiology</td>
<td>4</td>
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<tr>
<td>BIO 5000</td>
<td>Bibliography and Research</td>
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Biology

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<td>OR</td>
<td>BIO 5212</td>
<td>Population Ecology</td>
</tr>
<tr>
<td>OR</td>
<td>BIO 5222</td>
<td>Communities and Ecosystem Ecology</td>
</tr>
<tr>
<td>OR</td>
<td>BIO 5503</td>
<td>Basic and Applied Microbiology</td>
</tr>
<tr>
<td>OR</td>
<td>BIO 5700</td>
<td>Advanced Cell Biology</td>
</tr>
<tr>
<td>OR</td>
<td>BIO 5514</td>
<td>Plant Anatomy and Morphology</td>
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<tr>
<td>OR</td>
<td>BIO 5512</td>
<td>Local Flora</td>
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<tr>
<td></td>
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Professional Education Requirements:

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<td>Advanced Topics in Diversity</td>
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<tr>
<td>CI 5055</td>
<td>Connecting Learners and Subject Matter</td>
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<td>CI/LHE 5585</td>
<td>Teacher Leadership and School Improvement</td>
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Thesis option:

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<tr>
<td>BIO 5999</td>
<td>Thesis</td>
<td>4</td>
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<tr>
<td>OR</td>
<td>BIO 5777</td>
<td>Biometrics (required)</td>
</tr>
<tr>
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Non-thesis option:

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<td>BIO 5777</td>
<td>Biometrics (required)</td>
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</tr>
<tr>
<td></td>
<td><strong>SUBTOTAL HOURS</strong></td>
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</tbody>
</table>

**TOTAL HOURS** | **37**

Thesis: Optional

Language Proficiency: None required

Comprehensive: A written and oral examination is required or written examination and defense of thesis.

Product of Learning:

Thesis option: Will be met by the completion of BIO 5777 and BIO 5999.

Non-thesis option: Will be met by the completion of BIO 5777 and BIO 5500 (research project)

Seminar: A successful completion of a seminar reporting on the Thesis or Independent Study project is required.

(For a description of the course abbreviations used in the following list of courses, see page 46.)

BIOLOGY (BIO)

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.

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 5555. Lecture three hours, laboratory three hours.

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 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 1101-1102; 2000, 2001, 3302 or equivalent, or permission of 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 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).SS.
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 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. Three lecture 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, 1110, 1102, 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 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 1101-1102 or equivalent. Lecture three hours. (Dual-listed with BIO 4563.)

BIO 5564. Electron Microscopy/(3).F.
Formal discussions of preparative techniques for electron microscopy and theoretical considerations of light and electron optics will be the subjects of the lecture portion of the course. Practical exercises in fixation, embedment, ultramicrotomy, staining, use of the electron microscope and interpretation of electron micrographs will be taught in laboratory. Lecture two hours, laboratory two hours. (Dual-listed with BIO 4564.)

BIO 5566. 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 co-requisite: BIO 3306. Lecture three hours, laboratory three hours. (Dual-listed with BIO 4568.)

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 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 5561. 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 4561.)

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. It is graded on an S/U basis and does not count toward a degree.

BIO 5999. Thesis/(4).F:S.
Graded on an S/U basis only.

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

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 only.

BIO 6520-6549. 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 only.

GENERAL SCIENCE (G S)


G S 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.

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

G S 5989. Graduate Research/(1-9).F:S.
This course is designed to provide access to University facilities for continuing graduate research. It is graded on a S/U basis and does not count toward a degree.
Business Administration

The Walker College of Business, with the support of the six departments within the college, offers the Master of Business Administration degree. Prospective students interested in this degree program should address inquiries to the MBA Director in the College of Business.

MASTER OF BUSINESS ADMINISTRATION
Major Code: 305A

Overview
The MBA program in the Walker College of Business offers high quality instruction that emphasizes a command of skills and competencies required to be successful in business. Graduates from the MBA program are prepared to be global business leaders in a technological, diverse and dynamic environment.

The MBA curriculum provides students with an international focus, comprehensive instruction integrating business theory and practice for effective decision making, the opportunity to develop specialized business skills, access to state-of-the-art technology, an environment where diversity and multiculturalism are appreciated, and involvement with alumni and business leaders in programs and professional activities.

Application Requirements
All application materials must be submitted by the March 1 deadline. Completed applications include an Appalachian Graduate School application; application fee; three recommendation forms (one of which must be from a supervisor); two official transcripts from every institution attended; GMAT score; resume documenting at least one year of meaningful work experience emphasizing any managerial or supervisory responsibilities and team projects; two essays (topics updated for each cohort and posted on the MBA Program website) which focus on your ability to benefit from and contribute to the program. International students are required to submit TOEFL scores.

Application and specific instructions regarding the requirements stated above are available from the Graduate School, MBA Office, and online at http://www.graduate.appstate.edu/gs/prospective/app_forms.shtml and www.business.appstate.edu/grad.

Interviews
On-campus interviews are encouraged but not required. Arrangements to meet informally with faculty or currently enrolled graduate students can be provided.

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

Prerequisites:
Students are required to take at least one college course in each of the following areas prior to entry into the MBA Program of Study (with Appalachian course equivalents): Calculus (MAT 1030, Calculus with Business Applications), Microeconomics (ECO 2030, Principles of Economics - Price Theory), and Statistics (ECO 2100, Business & Economic Statistics I). In addition, students must have a working knowledge of Microsoft Excel, Word and PowerPoint before entering the MBA program.

Review of Application and Admission Decision
The MBA Admissions Committee considers all required application materials in the admission decision. Applicants are evaluated on the strengths of their application and based on a balanced appraisal of the applicant’s overall record. Those applicants who are admitted must accept in writing by April 15 to reserve a space for the fall semester.

Hours: 64 semester hours

Program of Study:

Note: Courses are only offered during the terms indicated and are taken in sequence (i.e., courses labeled Fall semester are taught only in the Fall.)

FIRST YEAR
Fall Semester

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<tr>
<th>Course</th>
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<td>Macroeconomics for Business</td>
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<td>MBA 5200</td>
<td>Problem Analysis and Quantitative Methods</td>
<td>3</td>
</tr>
<tr>
<td>MBA 5300</td>
<td>Issues in Financial Reporting</td>
<td>3</td>
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<td>MBA 5600</td>
<td>Managerial Finance I</td>
<td>3</td>
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<td>MBA 5801</td>
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SUBTOTAL HOURS: 13
Business Administration

Spring Semester

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**SUBTOTAL HOURS** .................................................. 13

Summer Semester/1st Session

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**SUBTOTAL HOURS** .................................................. 6

Summer Semester/2nd Session

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**SUBTOTAL HOURS** .................................................. 6

SECOND YEAR

Fall Semester

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**SUBTOTAL HOURS** .................................................. 13

Spring Semester

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**SUBTOTAL HOURS** .................................................. 13

**TOTAL HOURS** ........................................................................ 64

**Note A:** Internships must be approved by the MBA Director. A detailed description of the activities involved in the internship must be developed and agreed to by the student, the prospective employer and the MBA Director prior to approval of the internship.

**Note B:** All students must take an international course as one of their elective courses.

**Thesis:** None required

**Language Proficiency:** None required

**Comprehensive:** None required

**Product of Learning:** None required

(For a description of the course abbreviations used in the following list of courses, see page 46.)

**BUSINESS ADMINISTRATION (MBA)**

**MBA 5010. MBA International Study Experience/(6).SS.**
This course provides students an opportunity to study business practices, trade and economic policies and culture in foreign countries. Comparative business practices are emphasized through research activities, visits to international businesses and educational institutions, and through cultural and historical site visits. In addition to the travel experience, students will complete a minimum of 30 contact hours of in class coursework. (Graded on S/U basis.) Prerequisite: Admission to the MBA program or permission of instructor.

**MBA 5100. Macroeconomics for Business/(3).F.**
This course introduces tools for studying the macroeconomic environment of business. Topics include monetary and fiscal policy, national income and balance of payment accounting, the term structure of interest rates, exchange rate determination and the international flow of funds, and business cycles. Prerequisite: Admission to the MBA program or permission of 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
MBA 5210. Information Technology in Business/(3).SS.
An introduction to the role of information technology (IT) in organizations. Five major areas are examined: terms and concepts; how IT is used in capturing data, making decisions, increasing productivity, and providing a strategic advantage; how IT is acquired or systems developed; the issues associated with managing and using IT; and the impacts of IT on human behavior and organizational effectiveness. The future of technology will also be explored. Prerequisite: Admission to the MBA program or permission of instructor.

MBA 5220. Operations Management/(3).F.
This course provides a general understanding of the importance of operations management, as a basic function in a business, including a working understanding of the (1) problems and issues, and (2) concepts, models, and techniques used in strategic and tactical planning and implementation, both in manufacturing and services. It also provides an understanding of the relationships between operations and other organizational entities, such as marketing, information technology, finance, accounting, and general management. Prerequisite: Admission to the MBA program or permission of instructor. (Same as CIS 5210.)

MBA 5300. Issues in Financial Reporting/(3).F.
This course will develop familiarity with the financial statements, including the balance sheet, income statement, statement of stockholders’ equity and the statement of cash flow, through the extensive use of actual and simulated financial statements. Related topics will include the financial statement audit and the auditor’s report, Securities and Exchange Commission and related reporting requirements, the dependency of financial markets on fair and transparent reporting, the status of international accounting standard initiatives and other relevant topics. Prerequisite: Admission to the MBA program or permission of instructor.

MBA 5310. Managerial Accounting/(3).S.
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. Prerequisites: MBA 5300, and admission to the MBA program or permission of instructor.

MBA 5400. Marketing Management/(3).S.
This course focuses on core marketing concepts and a framework for understanding marketing problems in a global environment. This course emphasizes an ethical managerial approach to the fundamentals of marketing, and is designed to foster an in-depth understanding of the role of marketing in the business planning process. Prerequisite: Admission to the MBA program or permission of instructor.

MBA 5410. Marketing Strategy and Applications/(3).F.
Through in-depth case analysis and/or marketing projects, the student will have the opportunity to learn to develop solutions and formulate responses to marketing-oriented problems of the organization in a dynamic, complex, competitive, global context. This course builds on the first marketing course and integrates issues and concepts introduced in other MBA courses. Prerequisites: MBA 5400, and admission to the MBA program or permission of instructor.

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

MBA 5600. Managerial Finance I/(3).F.
This course is the first in a two-course series on managerial finance. Topics covered include: financial markets and institutions; international financial markets; the time value of money; risk and return; bond and stock valuation; capital budgeting; and, financial statement analysis. Students will be required to develop spreadsheet models for financial decision making. Prerequisite: Admission to the MBA program or permission of instructor.

MBA 5610. Managerial Finance II/(3).S.
This course is the second in a two-course series on managerial finance. Topics covered include: long-term financial planning and financial forecasting; capital structure decisions; dividend decisions; investment banking and the security issuance process; lease-buy decisions; hybrid financing vehicles; working capital management; and, international financial management. This course will include case analysis that will integrate topics covered in MBA 5600, Managerial Finance I, and other MBA courses. Prerequisites: MBA 5600, and admission to the MBA program or permission of instructor.

MBA 5650. Law for Business Managers/(3).SS.
A study of the legal, political and regulatory environment within which businesses operate with an emphasis on how such an environment affects managerial decisions. Topics include: contracts, employment, product liability, antitrust, restraint of trade, environmental regulations, securities law and intellectual property rights. Prerequisite: Admission to the MBA program or permission of instructor.

MBA 5700. Organizational Behavior/(3).S.
Covers the behavior of individuals and groups within organizations. Topics include organizational culture and organizational change. Further topics include motivation, leadership, teams and small group processes, negotiation and conflict resolution, cultural diversity, organizational communication, individual and group decision making, power and influence, and managing stress. Prerequisite: Admission to the MBA program or permission of instructor.

MBA 5750. Strategic Management/(3).S.
Strategic management explores how firms achieve competitive advantage and create value in and across businesses. Emphasizing the viewpoint of general management, the course is integrative in nature and draws upon knowledge developed in other business courses. Themes covered include competitive environments, business and corporate level strategies, international and cooperative strategies, strategic leadership, organizational structures, and governance. Particular emphasis is placed on the importance of globalization, innovation, and ethical considerations. Prerequisite: Admission to the MBA program or permission of instructor.

MBA 5801-5804. Business Seminar/(1).FS,FS.
This course provides students an opportunity to study relevant current business topics that may not be adequately covered in other courses. Topics to be covered may include: social and professional skills required of today’s business executive; interpersonal relations...
Business Administration

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skills; a study of cultural differences between countries and an
examination of how those differences impact business practices;
business ethics; and, negotiating skills. Business executives will be
invited frequently to participate in this seminar. Graded on an S/
U basis only. Prerequisite: Admission to the MBA program or per-
mission of instructor.

**MBA 5900. MBA Internship/(6).SS.**
An appropriate full-time work experience for students. (Graded
on S/U basis.) Prerequisite: Admission to the MBA program or
permission of instructor.

**MBA 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 level. It is graded
on an S/U basis and does not count toward a degree.
Department of Chemistry

Thomas C. Rhynecom, Chairperson

The Department of Chemistry does not offer a graduate program. The following courses are used to complement other graduate degree programs.

(For a description of the course abbreviations used in the following list of courses, see page 46.)

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. (Dual-listed with CHE 4560.)

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. It is graded on an S/U basis and does not count toward a degree.

CHE 5999. Thesis/(4).F;S.
Graded on an S/U basis only.
Department of Communication

Dr. Stuart Towns, Chairperson

The Department of Communication does not offer a graduate program. The following courses are used to complement other graduate degree programs.

(For a description of the course abbreviations used in the following list of courses, see page 46.)

COMMUNICATION (COM)

COM 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 PLN 5425).

COM 5530-5549. Selected Topics/(1-4).On Demand.
The Department of Computer Science offers an M.S. degree in computer science. 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 can normally be completed in two years or less with the appropriate undergraduate education or work experience.

MASTER OF SCIENCE IN COMPUTER SCIENCE
Major Code: 224A

Prerequisites:
Baccalaureate degree from an accredited college or university.
Undergraduate course work in the following:
- 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

Other Criteria for All Applicants
3 recommendations

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 30 semester hours

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>C S 5100</td>
<td>Seminar in Computer Science</td>
<td>1</td>
</tr>
<tr>
<td>C S 5110</td>
<td>Design and Analysis of Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>C S 5483</td>
<td>Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>C S 5520</td>
<td>Operating Systems</td>
<td>4</td>
</tr>
<tr>
<td>C S 5666</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>

SUBTOTAL HOURS .............................................................................................................. 14
Approved Computer Science Electives ............................................................................................................ 10-12

SUBTOTAL HOURS .................................................................................................................................. 10-12

Thesis: Required
C S 5999 Thesis ................................................................................................................................... 4-6

TOTAL HOURS .................................................................................................................................. 30

Language Proficiency: None required

Comprehensive: A written comprehensive examination on the required courses (except 5100) and an oral defense of the thesis are required.

Product of Learning: None required

(For a description of the course abbreviations used in the following list of courses, see page 46.)

COMPUTER SCIENCE (C S)

C S 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.

C S 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.

C S 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.

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 1440). Corequisite: MAT 5610. (Same as MAT 5310.)

C S 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.

Computer network architectures and protocols. The OSI model. Specification, modeling, analysis, and implementation of protocols. Prerequisite: CS 4450.


C S 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.

C S 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.

C S 5520. Operating Systems/(4).S.
Study in depth of the various parts of operating systems including schedulers, memory management, interrupt handling and time sharing. Lecture three hours, laboratory three hours. Prerequisites: CS 3482, STT 2810 or STT 4250. (Dual-listed with CS 4520.)

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: C S 3430 and C S 3460. (Dual-listed with CS 4525.)

C S 5530-5549. Selected Topics in Computer Science/(1-3).F;S.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 instructor.

C S 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.)

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.
C S 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.)

C S 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.

Real-time hardware and software. Data acquisition and data reduction. Real-time algorithms and data structures. Advanced programming topics including buffering, input-output, and interrupts. Lecture three hours, laboratory three hours. Prerequisite: CS 3482. (Dual-listed with CS 4620.)

C S 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 3490. (Dual-listed with CS 4630.)

C S 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.)


C S 5730. Object-Oriented Design and Programming/(3).S.Even-numbered years.
A study of the factors involved in creating object-oriented programs, including object structure, behavior and implementation. Comparison of contemporary object-oriented programming languages. Prerequisite: CS 3460. (Dual-listed with CS 4730.)

C S 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. It is graded on an S/U basis and does not count toward a degree.

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.)

C S 5999. Thesis/(4-6).F;S.
Prerequisite: departmental approval. Graded on an S/U basis only.
Department of Curriculum and Instruction

**Michael G. Jacobson**, Chairperson and Professor  
Ph.D., Michigan State University  
Social Studies Education

**Lynne Bercaw**, Assistant Professor  
Ed.D., Peabody College, Vanderbilt University  
Elementary Education

**Donna Breitenstein**, Professor  
Ed.D., University of Tennessee, Knoxville  
Health Education

**Ann Marie Clark**, Assistant Professor  
Ph.D., University of Illinois at Urbana-Champaign  
Early Childhood, Gifted and Environmental Education

**David M. Considine**, Professor  
Ph.D., University of Wisconsin at Madison  
Media Studies

**Jeffrey Fletcher**, Associate Professor  
Ed.D., Auburn University  
Instructional Technology

**Melanie W. Greene**, Associate Professor  
Ed.D., East Tennessee State University  
Elementary and Middle Grades Education

**Julie Horton**, Assistant Professor  
Ph.D., New Mexico State University  
Elementary Education, Diversity

**John J. Janowiak**, Associate Professor  
Ph.D., University of Oregon  
Health Education

**Doris M. Jenkins**, Associate Dean of the College of Education and Professor  
Ph.D., University of South Carolina  
Elementary and Middle Grades Education, Educational Leadership

**Cheryl S. Knight**, Professor  
Ph.D., University of North Carolina at Chapel Hill  
Social Studies Education

**Joseph Pat Knight**, Professor  
Ed.D., University of Northern Colorado  
Elementary and Middle Grades Education

**Claire Z. Mamola**, Professor  
Ed.D., University of North Carolina at Greensboro  
Social Studies Education

**Patricia McCarthy**, Assistant Professor  
Ph.D., University of North Carolina at Greensboro  
Business Education

**C. Kenneth McEwin, Jr.**, Professor  
Ed.D., North Texas State University  
Middle Grades Education, Supervision

**Robert Muffoletto**, Associate Professor  
Ph.D., University of Wisconsin  
Educational Technology

**Sandra Oldendorf**, Associate Professor  
Ed.D., University of Kentucky  
Elementary Education, Social Studies

**Linda C. Pacifici**, Assistant Professor  
Ph.D., Virginia Polytechnic Institute and State University  
Elementary Education

**Pamela W. Schram**, Professor  
Ph.D., Michigan State University  
Mathematics Education

**Tracy W. Smith**, Assistant Professor  
Ph.D., University of North Carolina at Greensboro  
Middle Grades Education

**Charlene W. Sox**, Professor  
Ph.D., University of South Carolina  
Business Education

**Sara O. Zimmerman**, Professor  
Ph.D., University of Kansas  
Elementary Education, Educational Leadership

The Department of Curriculum and Instruction offers the following graduate degree programs:

1. **Master of Arts, Curriculum Specialist** (Major Code: 416A)
2. **Master of Arts in Educational Media** (Major Code: 434*), with three concentrations:
   - (a) Instructional Technology Specialist/Media Literacy (Code: 434G)
   - (b) Instructional Technology specialist/Media Production (Code: 434F)
   - (c) Instructional Technology Specialist/Telecommunications (Code: 434C)

   **Note:** Applications for admission to the Master of Arts in Educational Media with a concentration in Instructional Technology Specialist/Telecommunications are not being accepted. For additional information contact the Graduate School or the academic department.

   **Note:** Two additional concentrations are offered through the Department of Leadership and Educational Studies:
   - (a) Instructional Technology Specialist/Computers (Code: 437D)
   - (b) Instructional Technology Specialist/Computers, General (Code: 437E)

   Please refer to the Department of Leadership and Educational Studies’ section in this Graduate Bulletin for information on these concentrations.

3. **Master of Arts in Elementary Education** (Major Code: 422A)
4. **Master of Arts in Middle Grades Education** (Major Code: 472*), with four concentrations:
   - (a) Language Arts (Code: 472B)
   - (b) Mathematics (Code: 472C)
   - (c) Science (Code: 472D)
   - (d) Social Studies (Code: 472E)
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-Kindergarten with three concentrations: 1) Teaching; 2) Administration; and 3) Allied Personnel. The degree is conferred by the Department of Family and Consumer Sciences. See the Department of Family and Consumer Sciences for a detailed program of study.

Graduate courses leading to Advanced licensure in the various fields of instruction in the secondary school (grades 9-12) and K-12 are provided.

The Department of Curriculum and Instruction offers a graduate certificate in Educational Media Instructional Technology: Web-Based Distance Learning (419A) and Media Literacy (424A). For more information, contact the Cratis D. Williams Graduate School at 828-262-2130 or visit our website at www.graduate.appstate.edu.

MASTER OF ARTS, CURRICULUM SPECIALIST+

Major Code: 416A

The program seeks to prepare Curriculum-Instructional Specialists who demonstrate a 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:
11. Provide leadership in the implementation of instructional programs;
12. Work harmoniously and effectively with people from a wide variety of backgrounds;
13. Employ sound planning practices; and
14. Provide instructional leadership in a variety of settings while assisting teachers, administrators and other professional personnel.

Prerequisites:
Baccalaureate degree from an accredited college or university.
North Carolina “A” license or the equivalent from another state.

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 official MAT scores from The Psychological Corporation.

OR
Cumulative GPA or last-60-hours GPA below 3.0 but at least 2.7, and 1) official MAT score of 33, 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.

Other Criteria for All Applicants
3 recommendations

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 39 semester hours

+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.

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI/FDN/RE/SPE</td>
<td>5040 Teacher as Researcher</td>
<td>3</td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FDN</td>
<td>5560 Classroom Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CI/SPE</td>
<td>5045 Advanced Topics in Diversity</td>
<td>3</td>
</tr>
<tr>
<td>CI</td>
<td>5050 Supervision of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>CI</td>
<td>5055 Connecting Learners and Subject Matter</td>
<td>3</td>
</tr>
<tr>
<td>CI</td>
<td>5060 Curriculum Planning</td>
<td>3</td>
</tr>
</tbody>
</table>
Curriculum and Instruction

C I 5525  Product of Learning ................................................................. 1-3
CI/LHE 5585  Teacher Leadership and School Improvement ......................... 3
C I 5630  Instructional Technology ............................................................... 3
OR
FDN 5220  Computers in Educational Settings ............................................ 3
C I 5850  Middle School Curriculum ............................................................ 3
OR
C I 5591  Advanced Curriculum Design in Elementary Education ................ 3
OR
—— — Other Approved Curriculum Class ...................................................... 3
C I 5900  Internship/Practicum ................................................................. 3
OR
LHE 5900  School Administration and Supervision Internship ...................... 3
FDN 5000  Research Methods ................................................................. 3
LHE 5010  Public School Administration .................................................... 3
SUBTOTAL HOURS .......................................................................................... 34-36

Electives: To be selected with the advice and approval of the graduate advisor .... 3-5
SUBTOTAL HOURS .......................................................................................... 3-5
TOTAL HOURS .............................................................................................. 39

Thesis: None required

Language Proficiency: None required

Comprehensive: None required

Product of Learning: Required

MASTER OF ARTS IN EDUCATIONAL MEDIA
Major Code: 434*

The Master of Arts in Educational Media is an interdepartmental program in the Department of Curriculum and Instruction and the Department of Leadership and Educational Studies which 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 program offers a choice of five concentrations: Instructional Technology Specialist/Computers, Instructional Technology Specialist/Computers, General, Instructional Technology Specialist/Media Literacy, Instructional Technology Specialist/Media Production, and Instructional Technology Specialist/Telecommunications (Note: Applications for admission to the Master of Arts in Educational Media with a concentration in Instructional Technology Specialist/Telecommunications are not being accepted. For additional information contact the Graduate School or the academic department.) The range of possibilities for students in these 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.

A NC endorsement (079) based on eighteen semester hours of appropriate credit in computer education (no licensure is issued in computer education) is available through the Department of Leadership and Educational Studies. 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 with a concentration in Instructional Technology Specialist/Computers.

MASTER OF ARTS IN EDUCATIONAL MEDIA
Major Code: 434*
Concentration: Instructional Technology Specialist/Media Literacy (Code: 434G)

This 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.

**Prerequisites:**
Baccalaureate degree from an accredited college or university.
The *Media Literacy* concentration requires basic media production and analysis experience

**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 official MAT scores from The Psychological Corporation.

**OR**
Cumulative GPA or last-60-hours GPA below 3.0 but at least 2.7, and 1) official MAT score of 33, 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.

**Other Criteria for All Applicants**
3 recommendations

**Deadline**
1 July for Fall / 1 November for Spring / 1 April for Summer

**Hours: 36 semester hours**

<table>
<thead>
<tr>
<th>Required Core Courses:</th>
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<tbody>
<tr>
<td>C I 5630</td>
<td>Instructional Technology</td>
</tr>
<tr>
<td>FDN 5000</td>
<td>Research Methods</td>
</tr>
<tr>
<td>FDN 5220</td>
<td>Computers in Educational Settings</td>
</tr>
<tr>
<td><strong>SUBTOTAL HOURS</strong></td>
<td><strong>9</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Required Concentration Courses:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C I 5635</td>
<td>Media Literacy and Curriculum Development</td>
</tr>
<tr>
<td>C I 5830</td>
<td>Media Literacy</td>
</tr>
<tr>
<td>C I 5940</td>
<td>Media: Image and Influence</td>
</tr>
<tr>
<td><strong>SUBTOTAL HOURS</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**NOTE:** Students must take a minimum of 6 and a maximum of 12 hours of design and production classes. 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>Required Design and Production Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C I 5200</td>
</tr>
<tr>
<td>C I 5552</td>
</tr>
<tr>
<td>C I 5770</td>
</tr>
<tr>
<td>C I 5642</td>
</tr>
<tr>
<td><strong>SUBTOTAL HOURS</strong></td>
</tr>
</tbody>
</table>

**Thesis, Portfolio, Project:**
Serving as a culminating experience, students may opt to distill the essence of media literacy in a thesis, portfolio, or media production project under the supervision of a faculty advisor.

<table>
<thead>
<tr>
<th>Thesis, Portfolio, Project:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3-6</td>
</tr>
<tr>
<td><strong>SUBTOTAL HOURS</strong></td>
<td><strong>3-6</strong></td>
</tr>
</tbody>
</table>

**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>Electives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C I 5950</td>
</tr>
<tr>
<td>ENG 5530</td>
</tr>
<tr>
<td>ENG 5640</td>
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<tr>
<td>ENG 5650</td>
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<tr>
<td><strong>SUBTOTAL HOURS</strong></td>
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</table>

**Total Hours:**

<table>
<thead>
<tr>
<th>Total Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

**Thesis:** Optional

**Language Proficiency:** None Required

**Comprehensive:** Oral and/or Portfolio Review

**Product of Learning:** None required
MASTER OF ARTS IN EDUCATIONAL MEDIA  
Major Code: 434*  
Concentration: Instructional Technology Specialist/Media Production (Code: 434F)

This concentration offers students opportunities to gain knowledge and skills in the design, production, and evaluation of educational/instructional media appropriate for application in a variety of employment contexts including business, industry and education. Emphasis is placed upon hands-on design and production of media and technology that will effectively meet communication needs in the teaching/training process. The area’s theoretical base fuses the field of instructional technology with mass media research to provide a holistic perspective on the role of media and technology in American society. This concentration does not lead to North Carolina licensure.

Prerequisites:
Baccalaureate degree from an accredited college or university.

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 official MAT scores from The Psychological Corporation.

OR
Cumulative GPA or last-60-hours GPA below 3.0 but at least 2.7, and 1) official MAT score of 33, 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.

Other Criteria for All Applicants
3 recommendations

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

Required Core Courses:
- C I 5630 Instructional Technology ................................................................. 3
- FDN 5000 Research Methods ............................................................................. 3
- FDN 5220 Computers in Educational Settings .......................................................... 3

SUBTOTAL HOURS ........................................................................................................ 9

*Required Concentration Courses:
The 27 semester hours 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.

SUBTOTAL HOURS ........................................................................................................ 27

TOTAL HOURS ................................................................................................................. 36

Thesis: None required

Language Proficiency: None required

Comprehensive: Oral and/or Portfolio Review

Product of Learning: None required

*NOTE: 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 chairperson.

MASTER OF ARTS IN EDUCATIONAL MEDIA  
Major Code: 434*  
Concentration: Instructional Technology Specialist/Telecommunications (Code: 434C)

(Note: Applications for admission to the Master of Arts in Educational Media with a concentration in Instructional Technology Specialist/Telecommunications are not being accepted. For additional information contact the Graduate School or the academic department.)

This concentration provides students with extensive knowledge in technical areas of media production and hardware, telecommunications, networking, and computing systems. Students electing to complete this concentration leading to North Carolina licensure can be employed as a Media Director, Director of Telecommunications, or Coordinator of Technology Services in public schools.

Prerequisites:
Baccalaureate degree from an accredited college or university.
North Carolina “A” license or the equivalent from another state.
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 official MAT scores from The Psychological Corporation.

OR
Cumulative GPA or last-60-hours GPA below 3.0 but at least 2.7, and 1) official MAT score of 33, 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.

Other Criteria for All Applicants
3 recommendations

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Candidates admitted to the licensure concentration will have obtained teaching licensure in a North Carolina approved area and will have exhibited leadership potential necessary for a supervisory position.

Grade of “B” (3.0) or better is required in each of the following prerequisite courses:
C I 5810 Introduction to Sight and Sound (or equivalent) .................................................. 3
C I 5830 Media Literacy ............................................................................................................ 3
C I 5840 Production of Educational Videotapes (or equivalent) ........................................ 3
FDN 3100 Beginning Video Production (or equivalent) ......................................................... 2

NOTE: Prerequisite courses do not count toward the total 36 hours required for the degree.

TOTAL PREREQUISITE HOURS ................................................................................................... 11

Hours: 36 semester hours

Required Core Courses:
C I  5630 Instructional Technology .................................................................................. 3
FDN 5000 Research Methods ............................................................................................... 3
FDN 5220 Computers in Educational Settings ..................................................................... 3

SUBTOTAL HOURS ..................................................................................................................... 9

*Required Concentration Courses:
C I  5060 Curriculum Planning .......................................................................................... 3
C I  5552 Advanced Video Production .............................................................................. 3
C I  5641 Media and Management ..................................................................................... 3
C I  5921 Instructional Design ............................................................................................ 3
C I  5930 Instructional Graphics .......................................................................................... 3
FDN 5320 Telecommunications Technology in Education .................................................... 3
FDN 5420 Hypermedia in Instruction .................................................................................. 3
LHE 5010 Public School Administration ............................................................................ 3
LIB 5010 Building Library and Media Center Collections ................................................. 3

SUBTOTAL HOURS ..................................................................................................................... 27

TOTAL HOURS .............................................................................................................................. 36

Thesis: Optional

Language Proficiency: None required

Comprehensive: Oral and/or Portfolio Review

*NOTE: Students must meet with the graduate advisor upon acceptance into the program. A program of study must be developed near the beginning of the program with the advice and approval of the graduate advisor. Appropriate substitutions for listed courses may be made with the approval of the advisor and chairperson.

MASTER OF ARTS IN ELEMENTARY EDUCATION+
Major Code: 422A

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.
**Prerequisite:**
Baccalaureate degree from an accredited college or university.
North Carolina “A” license or the equivalent from another state.

**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 official MAT scores from The Psychological Corporation.

**OR**
Cumulative GPA or last-60-hours GPA below 3.0 but at least 2.7, and 1) official MAT score of 33, 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.

**Other Criteria for All Applicants**
3 recommendations

**Deadline**
1 July for Fall / 1 November for Spring / 1 April for Summer

**Hours:** 39 semester hours

+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.

**Required Courses:**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>CI 5055</td>
<td>Connecting Learners and Subject Matter</td>
<td>3</td>
</tr>
<tr>
<td>CI 5130</td>
<td>Recent Trends and Issues in Education</td>
<td>2</td>
</tr>
<tr>
<td>CI 5525</td>
<td>Product of Learning</td>
<td>1</td>
</tr>
<tr>
<td>CI/LHE 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 5592</td>
<td>Elementary Education Teaching Strategies</td>
<td>3</td>
</tr>
<tr>
<td>CI 5980</td>
<td>Special Topics in Elementary Education</td>
<td>1-6</td>
</tr>
</tbody>
</table>

**SUBTOTAL HOURS** ................................................................. 28-33

**Teaching Field Courses:**
Courses 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.

**SUBTOTAL HOURS** ................................................................. 6

**Electives:**
To be selected with the advice and approval of the graduate advisor. Note: Students without grades K-6 student teaching or teaching experience in grades K-6 must take CI 5900 Internship/Practicum (3). This may result in the total number of hours exceeding 39.

**SUBTOTAL HOURS** ................................................................. 0-5

**TOTAL HOURS** ........................................................................ 39

**Thesis:** None

**Language Proficiency:** None required

**Comprehensive:** None required

**Product of Learning:** Required
MASTER OF ARTS IN MIDDLE GRADES EDUCATION+

Major Code: 472*

Concentrations:  
- Language Arts (Code: 472B)
- Mathematics (Code: 472C)
- Science (Code: 472D)
- Social Studies (Code: 472E)

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.

Prerequisites:
Baccalaureate degree from an accredited college or university.
North Carolina “A” license or the equivalent from another state.

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 official MAT scores from The Psychological Corporation.

OR
Cumulative GPA or last-60-hours GPA below 3.0 but at least 2.7, and 1) official MAT score of 33, 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.

Other Criteria for All Applicants
3 recommendations

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 39 semester hours

+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.

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3</td>
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<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/LHE 5585</td>
<td>Teacher Leadership and School Improvement</td>
<td>3</td>
</tr>
<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>
</tr>
<tr>
<td>CI 5850</td>
<td>Middle School Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>CI/FDN/RE/SPE 5040</td>
<td>Teacher as Researcher</td>
<td>3</td>
</tr>
<tr>
<td>OR FDN 5000</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>OR FDN 5560</td>
<td>Classroom Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CI 5630</td>
<td>Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>OR FDN 5220</td>
<td>Computers in Educational Settings</td>
<td>3</td>
</tr>
</tbody>
</table>

SUBTOTAL HOURS ......................................................... 25-27

Academic Concentration: 11-12
Courses are selected with the advice and approval of the academic advisor from ONE of the following concentrations: language arts, mathematics, science or social studies.

SUBTOTAL HOURS ........................................................................ 11-12

Electives: 0-3
To be selected with the advice and approval of the academic advisor.

SUBTOTAL HOURS ........................................................................ 0-3
Note: Students without teaching experience in the middle grades must successfully complete an internship by taking C I 5900 Internship/Practicum (3). This may result in the total number of hours exceeding 39.

TOTAL HOURS .................................................................................................................................. 39

Thesis: None

Language Proficiency: None required

Comprehensive: None required

Product of Learning: Required

**************************************************************
SECONDARY SCHOOL TEACHING (9-12) AND K-12 SCHOOL TEACHER (ADVANCED LICENSURE)
Majors available to secondary teachers are: biology, English, foreign language, history, technology education, library science, mathematics, music and *social science. For required courses in the academic field, see the appropriate department description.

*See the Social Science section of the catalog and/or the department in which the area of concentration is offered.

(For a description of the course abbreviations used in the following lists of courses, see page 46.)

BUSINESS EDUCATION (B E)

B E 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.)

B E 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.

B E 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.

B E 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.

B E 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.)

B E 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.)

B E 5810. Seminar/(3).On Demand. (Dual-listed with BE 4810.)

B E 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.)

CURRICULUM AND INSTRUCTION (C I)

C I 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/RE/SPE 5040.)

C I 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.)

**C I 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.

**C I 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.

**C I 5060. Curriculum Planning/(2-3).F:S.**
A study of principles, effective practices, and techniques appropriate for overall curriculum planning.

**C I 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/SPE 5111.)

**C I 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/SPE 5112.)

**C I 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/SPE 5113.)

**C I 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.

**C I 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.

**C I 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.

**C I 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-media presentations. Presentation formats range from analog and digital sound and multi/image formats to various analog and digital projection and dissemination programs.

**C I 5230. Studies in Applied Instructional Strategies/(3).F;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.

**C I 5500. Independent Study/(1-3).F:S.**

**C I 5525. Product of Learning/(1-3).F:S.**
Graded on an S/U basis only.

**C I 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.)

**C I 5550. 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.

**C I 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: C I 5840, or permission of instructor.

**C I 5556. 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.

**C I 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.

**C I 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.)

C I 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.

C I 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.

C I 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.

C I 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.

C I 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 educational 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 areas 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 5940.

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.

C I 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 efficiently and effectively 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.

C I 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.

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.

C I 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.

C I 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.)

C I 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.

C I 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.)

C I 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.
C I 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.)

C I 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.)

C I 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.)

C I 5850. Middle School Curriculum/(3).F.
This course provides middle grade 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.

C I 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 approved by 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.

C I 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.

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.

C I 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: C I 5830. (Dual-listed with CI 4940.)

C I 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.)

C I 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.

C I 5998. 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 level. It is graded on an S/U basis and does not count toward a degree.

C I 5999. Thesis/(4).F;S.
Graded on an S/U basis.

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).

C I 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.

C I 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.

Analysis of current practices, problems, and trends in education with emphasis on improved programs.
C I 6500. Independent Study/(1-4).F;S.
C I 6530-6549. Selected Topics/(1-4).On Demand.
Consideration of group and individual investigations in education.
C I 6999. Educational Specialist Thesis/(1-6).F.
Offered on an S/U basis only.
C I 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.
C I 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.
C I 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.
C I 7989. Doctoral Research/(1-9).F;S.
This course is designed to provide access to University facilities for continuing doctoral research. It is graded on an S/U basis and does not count toward a degree.

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 he or she 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 Walker College of Business, through the Department of Economics, offers course work which forms a part of the MBA program (see MBA program description, pages 69-70). Prerequisite to graduate study is admission to the MBA program or permission of the Associate Dean for Graduate Studies and External Programs in the Walker College of Business.

The Department of Economics also participates in a graduate program leading to the Master of Arts degree in Social Science, Education (Major Code: 282*) with a concentration in Secondary School (Advanced Licensure)/Economics (Code: 282S).

(For a description of the course abbreviations used in the following list of courses, see page 46.)

**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 Studies and External Programs, 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. It is graded on an S/U basis and does not count toward a degree.
Doctorate in Educational Leadership

Alice Phoebe Naylor, Director
Ph.D., University of Toledo
Educational Administration

The Doctoral Program offers the following doctorate program:
(1) Doctor of Education in Educational Leadership (Major Code: 702*) with two concentrations:
   (a) Educational Leadership, Licensure (Code: 702B)
   (b) Educational Leadership, General (Code: 702C)

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, Licensure (Code: 702B) that leads to licensure as a superintendent for public schools of North Carolina; or Educational Leadership, General (Code 702C) that prepares students for general leadership positions in educational institutions, such as administrative positions in community colleges.

The program requires a total of 60 semester hours beyond the master’s degree. Students who have earned Ed.S. degrees from Appalachian State University may be exempt from up to 30 credit hours. For information on exemptions, see the program director.

All students must take 39 semester hours which include: the Required Core Courses (27 s.h.); 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 21 semester hours in each concentration will be chosen by the student in consultation with an advisor and/or doctoral program director. The 21 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.

Upon completion of course work, students take a qualifying examination, and then, upon passage of the examination, write a prospectus for a dissertation. Students register for at least 6 semester hours of dissertation credits over a two-semester period, and then continue to register for at least 1 dissertation credit hour each semester until the dissertation is completed.

**DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP**

**Major Code:** 702*

**Concentrations:**
- Educational Leadership, Licensure (Code: 702B)
- Educational Leadership, General (Code: 702C)

**Basic Criteria for Consideration**
GRE scores must be submitted for consideration.
GRE Writing test score of 3.5 or higher.

**Other Criteria for All Applicants**
Current curriculum vitae; Letter of application including reasons for applicant’s interest in program; 4 letters of recommendation including one from a chief administrative officer in the applicant’s organization

**Deadline**
1 March for Fall; no Spring admission

**Hours:** 60 semester hours (minimum)

**DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP**

**Major Code:** 702*

**Concentrations:** Educational Leadership, Licensure (Code: 702B)

**Prerequisites:**
To apply for admission to the Educational Leadership, Licensure concentration (702B), in the doctoral program, a student must meet one of the following:
1. Hold a Master’s Degree in School Administration from a regionally accredited institution and hold, or be eligible to hold, a current NC principal’s license.
2. Hold a Specialist Degree in School Administration/Leadership from Appalachian State University and hold, or be eligible to hold, a current NC superintendent’s license. Students holding the Ed.S. degree may be exempt from up to 30 semester hours of their Ed.D. program requirements.
3. Hold a Master’s Degree from a regionally accredited institution and hold one or more degrees leading to licensure in the public schools, and then may either
   a. Apply for a Master’s Degree in School Administration and 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 Ed.D. courses to be eligible for licensure recommendation as a principal and superintendent upon completion of the Ed.D. degree.

**Hours: 60 semester hours (minimum)**

**Required Core Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 7011</td>
<td>Multi-Disciplinary Seminar on Emerging Issues I</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7012</td>
<td>Multi-Disciplinary Seminar on Emerging Issues II</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7020</td>
<td>Organizational and Systems Theory</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7025</td>
<td>Leadership in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7030</td>
<td>Concepts and Constructs in Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7099</td>
<td>Professional Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7110</td>
<td>Survey of Qualitative Research Methodologies in Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7150</td>
<td>Inferential Statistics</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7160</td>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

SUBTOTAL HOURS ................................................................. 27

**Internship:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 7900</td>
<td>Internship</td>
<td>3+3=6</td>
</tr>
</tbody>
</table>

**Note:** The internship is a two-semester experience under the co-sponsorship of a Local Education Agency (LEA) and the Doctoral Program. The student will engage in activities in public school/central office settings designed to bring together the relationship of theory and practice.

**Dissertation:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 7999</td>
<td>Dissertation</td>
<td>(minimum).6</td>
</tr>
</tbody>
</table>

**Note:** Students are required to register for 3 semester hours of Dissertation for two consecutive semesters, followed by at least 1 semester hour for every semester thereafter until the dissertation is completed. (See index for policy on completion of thesis/dissertation.

SUBTOTAL HOURS ................................................................. 39

**Concentration:**

Students will select a minimum of 21 s.h. with the advice and approval of their advisor and/or the Ed.D. program director. Courses with * 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 with ** 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.

**Note:** Other graduate level courses may be selected with the advice and approval of advisor and the Doctoral Program Director.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>C I 7130</td>
<td>Investigations into Curriculum and Instruction Problems</td>
<td>3</td>
</tr>
<tr>
<td>C I 7131</td>
<td>Emerging Issues in Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>C I 7132</td>
<td>Reflective Supervision of Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7040</td>
<td>Educational Organizations and Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7050</td>
<td>School Finance and Business Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7060</td>
<td>Public and Interpersonal Communications</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7120</td>
<td>Advanced Tests and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7130</td>
<td>Multivariate Statistics</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7140</td>
<td>Advanced Experimental Design</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7170</td>
<td>Program Evaluation and Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7180</td>
<td>Advanced Qualitative Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7500</td>
<td>Independent Study (Students are limited to 6 s.h.)</td>
<td>1-3</td>
</tr>
<tr>
<td>FDN 5560*</td>
<td>Classroom Assessment</td>
<td>3</td>
</tr>
<tr>
<td>LHE 5030*</td>
<td>The Principalship</td>
<td>3</td>
</tr>
<tr>
<td>LHE 5180*</td>
<td>Fiscal Operations and Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>LHE 6180**</td>
<td>School Finance</td>
<td>3</td>
</tr>
<tr>
<td>LHE 6300**</td>
<td>Personnel Administration in Education</td>
<td>3</td>
</tr>
<tr>
<td>LHE 6491**</td>
<td>Educational Facilities</td>
<td>3</td>
</tr>
<tr>
<td>R E 7570</td>
<td>Administering Reading/Language Arts Programs: The Research Base</td>
<td>3</td>
</tr>
</tbody>
</table>
Educational Leadership

R E 7710 Improving Reading/Language Arts Instruction in the Schools: Problem-Solving Seminar for Administrators .......................................................... 3
SPE 7120 Issues and Trends in Special Education .......................................................... 3
SPE 7121 Organizational Design and Implementation of Special Education Programs . 3
SUBTOTAL HOURS .....................................................................................................(minimum).21

Dissertation: Required

Language Proficiency: None required

Qualifying Exam: Required
The Qualifying Exam is required after the student has completed at least 38 semester hours of 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 are then selected to serve on the committee. One committee member represents the students area of concentration. The remaining other 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.

Product of Learning: None required

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.

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP
Major Code: 702*
Concentrations: Educational Leadership, General (Code: 702C)

Prerequisites:
To apply for admission to the Educational Leadership, General concentration (702B), in the doctoral program, a student must meet one of the following:
1. Hold a Master’s Degree from a regionally accredited institution.
2. Hold a Specialist Degree from Appalachian State University. Students holding the Ed.S. degree may be exempt from up to 30 semester hours of their Ed.D. program requirements.

Hours: 60 semester hours (minimum)

Required Core Courses:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 7011</td>
<td>Multi-Disciplinary Seminar on Emerging Issues I</td>
<td>3</td>
</tr>
<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>
</tr>
<tr>
<td>EDL 7025</td>
<td>Leadership in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7030</td>
<td>Concepts and Constructs in Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7099</td>
<td>Professional Seminar</td>
<td>1+1+1=3</td>
</tr>
<tr>
<td>EDL 7110</td>
<td>Survey of Qualitative Research Methodologies in Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7150</td>
<td>Inferential Statistics</td>
<td>3</td>
</tr>
<tr>
<td>EDL 7160</td>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>
SUBTOTAL HOURS ......................................................................................................... 27

Internship:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 7900</td>
<td>Internship</td>
<td>3+3=6</td>
</tr>
</tbody>
</table>

Note: The internship is a two-semester experience under the co-sponsorship of a Local Education Agency (LEA) and the Doctoral Program. The student will engage in activities in public school/central office settings designed to bring together the relationship of theory and practice.

Dissertation:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 7999</td>
<td>Dissertation</td>
<td>(minimum).6</td>
</tr>
</tbody>
</table>

Note: Students are required to register for 3 semester hours of Dissertation for two consecutive semesters, followed by at least 1 semester hour for every semester thereafter until the dissertation is completed. (See index for policy on completion of thesis/dissertation).

SUBTOTAL HOURS ......................................................................................................... 39
Concentration:

Note: Other doctoral and graduate level courses may be selected with the advice and approval of advisor and the Doctoral Program Director.

EDL 7040 Educational Organizations and Technology ................................................. 3
EDL 7050 School Finance and Business Administration ................................................. 3
EDL 7060 Public and Interpersonal Communications ................................................. 3
EDL 7120 Advanced Tests and Measurements .......................................................... 3
EDL 7130 Multivariate Statistics ................................................................................. 3
EDL 7140 Advanced Experimental Design ............................................................... 3
EDL 7170 Program Evaluation and Policy Analysis .................................................. 3
EDL 7180 Advanced Qualitative Research in Education ........................................... 3
EDL 7500 Independent Study (Students are limited to 6 s.h.) ........................................ 1-3

SUBTOTAL HOURS ........................................................................................................ (minimum) 21

TOTAL HOURS ............................................................................................................. (minimum) 60

Dissertation: Required

Language Proficiency: None required

Qualifying Exam: Required
The Qualifying Exam is required after the student has completed at least 38 semester hours of 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 are then selected to serve on the committee. One committee member represents the students area of concentration. The remaining other 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.

(For a description of the course abbreviations used in the following list of courses, see page 46.)

EDUCATIONAL LEADERSHIP (EDL)

EDL 7011. Multi-Disciplinary Seminar on Emerging Issues I/(3).F.
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).
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 polyfocal 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 7060. Public and Interpersonal Communications/(3).SS. Designed to provide insight and techniques to inform and communicate within the organizational system and target audiences, as well as to the constituencies served. Concepts to be explored include opinion gathering, advertising, dissemination strategies, and ways to influence public opinion. Focuses on the principles of conflict resolution, team building, and other aspects of effective interpersonal communications as well.

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 only. (Students are required to take EDL 7099, Professional Seminar, for three semesters, for a total of three credit hours.)

EDL 7110. Survey of Quantitative Research Methodologies in Education Research/(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 7140. Advanced Experimental Design/(3).On Demand. Deals with the use of complex and incomplete experimental designs and their analysis using F ratios and other techniques such as trend analysis, comparisons among means, estimation of sample size necessary to achieve a specified power, computation of variance components and measures of strength of association. Analysis will be done primarily with the BMDP statistical package. Prerequisites: A background in statistics, EDL 7110, or permission of instructor.

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 for the Social Sciences (SPSS) in hypothesis testing tasks using SPSS/PC+ Studentware. Prerequisites: A background in statistics, EDL 7110 or permission of instructor.

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 the student, 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 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.

**EDL 7989. Doctoral Research/(1-9).F:S.**
This course is designed to provide access to University facilities for continuing doctoral research. It is graded on an S/U basis and 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.
Department of English

David P. Haney, Chairperson and Professor
Ph.D., State University of New York at Buffalo
British Romanticism, Literature and Philosophy, Bluegrass Music

Edwin T. Arnold, Professor
Ph.D., University of South Carolina
Nineteenth and Twentieth Century American Literature, Film Studies

C. William Atkinson, Associate Professor
Ph.D., Emory University
World Literature, Modern British Literature

Sandra L. Ballard, Professor
Ph.D., University of Tennessee, Knoxville
Twentieth Century American Literature and Appalachian Literature

William D. Brewer, Professor
Ph.D., University of Virginia
British Literature (Romantic Period)

Elizabeth Carroll, Director, Writing Center, Assistant Professor
Ph.D., University of North Carolina at Greensboro
Rhetoric and Composition

Cecelia Conway, Professor
Ph.D., University of North Carolina at Chapel Hill
Folklore, 20th-Century American Literature (Appalachian, Ethnic), Film Studies

John R. Crutchfield, Assistant Professor
Ph.D., Cornell University
Poetry, Poetics, Dramatic Literature, Playwriting

Bruce A. Dick, Professor
Ph.D., Florida State University
African American Literature, Latino/a Literature, American Literature, Film Studies

B. Ehnenn, Assistant Professor
Ph.D., George Washington University
Victorian Studies, LGBT Studies/Queer Theory, Women’s Studies

Craig Fischer, Assistant Professor
Ph.D., University of Illinois at Urbana-Champaign
Film and Drama

Howard A. Giskin, Professor
Ph.D., University of Connecticut
World Literature (Latin America and Asia)

Kristina K. Groover, Associate Professor
Ph.D., University of North Carolina at Chapel Hill
Twentieth Century British and American Literature

Kathryn J. Kirkpatrick, Professor
Ph.D., Emory University
Irish Studies, Gender Studies, Creative Writing

Leon H. Lewis, Professor
Ph.D., State University of New York at Buffalo
British and American Literature (Twentieth Century), Film Studies

Emory V. Maiden, Jr., Professor
Ph.D., University of Virginia
American Literature (Nineteenth Century), Composition and Rhetoric

Victoria W. Massey, Assistant Professor
Ph.D., University of North Carolina at Chapel Hill
Linguistics

Grace E. McEntee, Professor
Ph.D., University of Alabama
American Literature (Nineteenth Century), African American Literature

Thomas A. McGowan, Professor
Ph.D., University of Virginia
British Medieval Literature, Linguistics, Folklore

Thomas McLaughlin, Professor
Ph.D., Temple University
Literary Criticism and Theory, Cultural Studies, British Literature (Romantic and Modern), Film Studies

Elaine J. O’Quinn, Assistant Professor
Ph.D., Virginia Polytechnic Institute and State University
Secondary English Education, Composition and Literacy

Alexander H. Pitofsky, Assistant Professor
Ph.D., University of Virginia
British Literature (Restoration and Eighteenth Century), Film Studies

Colin T. Ramsey, Assistant Professor
Ph.D., University of Missouri
Early American Literature, History of the Book

Georgia B. Rhoades, Professor
Ph.D., University of Missouri
Composition and Rhetoric

Roger J. Stilling, Professor
Ph.D., Trinity College
British Literature (Shakespeare and Early Modern Period)

Lynn Moss Sanders, Professor
Ph.D., University of North Carolina at Chapel Hill
British and American Literature (Twentieth Century), Folklore

Susan C. Staub, Professor
Ph.D., University of North Carolina at Chapel Hill
British Literature (Shakespeare and Early Modern Period)

Edelma D. Huntley, Senior Associate Dean for Graduate Studies and Professor
Ph.D., University of Louisiana
Contemporary Drama, Asian American Literature

James M. Ivory, Associate Professor
Ph.D., University of North Carolina at Chapel Hill
British Literature (Post-Colonial Period)

Mark W. Vogel, Associate Professor
Ph.D., University of Missouri
English Education
PROSPECTIVE STUDENTS ARE ENCOURAGED TO APPLY BY FEBRUARY 1. STUDENTS WISHING CONSIDERATION FOR ASSISTANTSHIPS AND SCHOLARSHIPS MUST APPLY BY THIS DATE.

The Department of English offers the following graduate degree programs:

1. Master of Arts in English (Major Code: 232A)
2. Master of Arts in English, Education (Major Code: 235*), with two concentrations:
   a. Community, Junior and Technical College Teaching (Code: 235J)
   b. Secondary School Teaching (Code: 235S)

### MASTER OF ARTS IN ENGLISH

**Major Code:** 232A

**Prerequisite:**

Baccalaureate degree in English from an accredited college or university. 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 score: 500 or higher; GRE Writing score: 4.0 or higher

**Other Criteria for All Applicants**

Statement of intent

Writing sample

Three letters of reference addressing the applicant’s qualifications in the discipline and ability to succeed in a graduate program in English.

**Deadline**

Review of applications for fall semester begins on 1 March; complete applications received by that date will receive full consideration for financial awards.

*Hours: 36 semester hours*

<table>
<thead>
<tr>
<th>Required Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 5000 Bibliography and Research ............................................................. 3</td>
</tr>
<tr>
<td>ENG Electives ........................................................................................................... 18</td>
</tr>
<tr>
<td><strong>SUBTOTAL HOURS</strong> ................................................................................................ 21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Remaining Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Should be chosen with the advice and approval of the graduate advisor.)</td>
</tr>
<tr>
<td><strong>SUBTOTAL HOURS</strong> ................................................................................................ 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thesis: Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 5999 Thesis (to be taken over two semesters) .................................................. 6</td>
</tr>
<tr>
<td><strong>SUBTOTAL HOURS</strong> ................................................................................................ 6</td>
</tr>
</tbody>
</table>

**TOTAL HOURS ................................................................. 36**

**Language 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 Exam:** A written examination (four hours) and an oral examination (one hour).

**Product of Learning:** None required

*NOTE: Students pursuing the Master of Arts degree may develop a minor of 8 to 12 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 page 40).
MASTER OF ARTS IN ENGLISH, EDUCATION

Major Code: 235*
Concentration: Community, Junior and Technical College Teaching (Code: 235J)

Prerequisite:
Baccalaureate degree in English from an accredited college or university. 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 score: 500 or higher; GRE Writing score: 4.0 or higher

Other Criteria for All Applicants
Statement of intent
Writing sample
Three letters of reference addressing the applicant’s qualifications in the discipline and ability to succeed in a graduate program in English.

Deadline
Review of applications for fall semester begins on 1 March; complete applications received by that date will receive full consideration for financial awards.

Hours: 36 semester hours

Required English Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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</td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>

SUBTOTAL HOURS: 24

Professional Education Requirements:
Community, Junior and Technical College Teaching concentration

(Courses should be selected with the advice and approval of the graduate advisor.)

SUBTOTAL HOURS: 6

Remaining Hours:
(Courses should be chosen with the advice and approval of the graduate advisor)

Thesis option:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 5999</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>Remaining Hours</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

OR

Non-thesis option:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remaining Hours</td>
<td>6</td>
</tr>
</tbody>
</table>

SUBTOTAL HOURS: 6

TOTAL HOURS: 36

Thesis: Optional

Language 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 Exam: A written examination (four hours) and an oral examination (one hour).

Product of Learning: None required

MASTER OF ARTS IN ENGLISH, EDUCATION+

Major Code: 235*
Concentration: Secondary School Teaching (Code: 235S)

Prerequisites:
Baccalaureate degree in English or Education with a concentration in English from an accredited college or university. 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. The Secondary School Teaching concentration requires a North Carolina “A” license or the equivalent from another state.

Teaching experience preferred

Basic Criteria for Consideration
Cumulative UGPA: 3.0
GRE Verbal score: 500 or higher; GRE Writing score: 4.0 or higher
Other Criteria for All Applicants
Statement of intent including discussion of teaching experience, if applicable; writing sample; three letters of reference addressing applicant’s qualifications in the discipline and ability to succeed in an English graduate program. (At least one letter from a referee who has supervised applicant’s teaching/student teaching, if applicable).

Deadline
Review of applications for fall semester begins on 1 March; complete applications received by that date will receive full consideration for financial awards.

Hours: 39 semester hours

+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.

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 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 5640</td>
<td>Cultural Studies</td>
<td>3</td>
</tr>
<tr>
<td>OR ENG 5650</td>
<td>Gender Studies</td>
<td>3</td>
</tr>
<tr>
<td>OR ENG 5600</td>
<td>Literary Criticism and Theory</td>
<td>3</td>
</tr>
<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>
</tr>
<tr>
<td>ENG 5910</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5xxx*</td>
<td>Series British Literature courses</td>
<td>9**</td>
</tr>
</tbody>
</table>

(To be selected from the following):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 5810</td>
<td>Chaucer</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5820</td>
<td>Renaissance Non-Dramatic Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5830</td>
<td>Renaissance Drama</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5840</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5850</td>
<td>Milton</td>
<td>3</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</td>
<td>3</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>
</tr>
<tr>
<td>ENG 5660</td>
<td>Advanced Seminar in Major Authors (3sh)—may be used to fulfill 3 of the 9 hours required in British Literature or American Literature.</td>
<td>3</td>
</tr>
<tr>
<td>OR ENG 5980</td>
<td>Contemporary Literature (3sh)—may be used to replace required British/American literature courses when subject matter is appropriate.</td>
<td>3</td>
</tr>
</tbody>
</table>

**ENG 5660 Advanced Seminar in Major Authors (3sh)—may be used to fulfill 3 of the 9 hours required in British Literature or American Literature.

**ENG 5980 Contemporary Literature (3sh)—may be used to replace required British/American literature courses when subject matter is appropriate.

Subtotal Hours: 33

Professional Education 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>CI/LHE 5585</td>
<td>Teacher Leadership and School Improvement</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal Hours: 6

Total Hours: 39

Thesis: None required

Language 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 Exam: A written examination (four hours) and an oral examination (one hour).

Product of Learning: Required

Graduate Minor in English (Code: 235)
A graduate (M.A.) minor in English consists of 8-12 semester hours selected from English offerings numbered 5000 and above.

Note: For every 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.

(For a description of the course abbreviations used in the following list of courses, see page 46.)
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 5100. Composition Theory, Practice, and Pedagogy/(3).F.
An introduction to composition theory and relevant rhetorical, reading, and psycholinguistic theory with an emphasis on the connections among theory, practice, and pedagogy. Required of teaching assistants.

ENG 5200. Issues in Teaching English/(3).S.
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.

ENG 5500. Independent Study/(1-3).F:S.
Directed study of a topic not offered in regularly scheduled courses.

Graded on an S/U basis only.

ENG 5530-5549. Selected Topics/(1-4).On Demand.
Content to vary; may be repeated for credit when content does not duplicate.

ENG 5600. Literary Criticism and Theory/(3).F.
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.
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.
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.
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 5670.

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.
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 5780.

ENG 5780. Nineteenth-Century American Literature/(3).F.
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 5770.

ENG 5790. Twentieth-Century American Literature/(3).S.
An intensive study of such major writers as Frost, Faulkner, Fitzgerald, and Hemingway. Offered alternate years with 5850.

ENG 5810. Chaucer/(3).S.
A critical study of The Canterbury Tales, other works selected from the Chaucer canon, and related medieval texts. Offered alternate years with 5840.

ENG 5820. Renaissance Non-Dramatic Literature/(3).F.
A comprehensive study of the non-dramatic literature of the English Renaissance including such major writers as More, Sidney, Raleigh, and Spenser. Offered alternate years with 5890.

ENG 5830. Renaissance Drama/(3).F.
An intensive study of selected playwrights of the Elizabethan, Jacobean, and Caroline periods, including the University Wits, Jonson, Dekker, Marston, Beaumont and Fletcher, Webster, and Ford. Offered alternate years with 5865.

ENG 5840. Shakespeare/(3).S.
An intensive study of selected works from the Shakespeare canon. Offered alternate years with 5810.

ENG 5850. Milton/(3).S.
An intensive study of Paradise Lost, other works selected from the Milton canon, and related texts. Offered alternate years with 5790.

ENG 5865. Eighteenth-Century British Studies/(3).F.
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 5830.

ENG 5870. Romantic Period/(3).S.
An intensive study of selected authors of the Romantic period considered in relation to general concepts of romanticism. Offered alternate years with 5880.

ENG 5880. Victorian Literature/(3).S.
A study of selected British poetry, novels, or non-fiction prose of the latter part of the nineteenth century. Offered alternate years with 5870.

ENG 5890. Twentieth-Century British Literature/(3).F.
An intensive study of the works of such major writers as Yeats, Lawrence, and Joyce. Offered alternate years with 5820.

ENG 5910. World Literature/(3).S.
A seminar in Western or non-Western literature read in English. Areas of focus may include Europe, Asia, Africa, and the Americas. Offered alternate years with 5980.

ENG 5980. Contemporary Literature/(3).S.
An examination of trends in post-WWII writing and thought. Offered alternate years with 5910.

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. It is graded on an S/U basis and does not count toward a degree.

ENG 5999. Thesis/(3-6).F:S.
Graded on an S/U basis only.
The Department of Family and Consumer Sciences offers the following graduate degree programs:

1) Master of Arts in Child Development: Birth through Kindergarten, (Major Code: 548*) with three concentrations:
   (a) Administration (Code: 548C)
   (b) Allied Personnel (Code: 548D)
   (c) Teaching (Code: 548B)
2) Master of Arts in Family and Consumer Sciences (Major Code: 529A)
3) Master of Arts in Family and Consumer Sciences, Education (Major Code: 527A)

**MASTER OF ARTS IN CHILD DEVELOPMENT: BIRTH THROUGH KINDERGARTEN**

**Major Code: 548**

**Concentrations:**
- Administration (Code: 548C)
- Allied Personnel (Code: 548D)
- Teaching (Code: 548B)

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. The degree is conferred by the Department of Family and Consumer Sciences.

**Prerequisites:**
- Baccalaureate degree in Child Development or a related field from an accredited college or university.
- Demonstrated proficiency in educational technology.
- The Teaching concentration requires a North Carolina “A” license or the equivalent from another state.
- The Administration and Allied Personnel concentrations require prerequisite courses in the following:
  - Child Development
  - Statistics
  - 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

**Other Criteria for All Applicants**
- 3 recommendations

**Deadline**
- 1 July for Fall
- 1 November for Spring
- 1 April for Summer

**Hours:** 36 semester hours with thesis; 39 semester hours without thesis

**Required Core Courses for all three concentrations:**
- C1/FCS/SPE 5111 Advanced Developmental Assessment and Program Evaluation for Children 3
- C1/FCS/SPE 5112 Advanced Developmental Curriculum and Instruction for Young Children ... 3
- C1/FCS/SPE 5113 Seminar: Issues in Birth through Kindergarten Education ................. 3
- C I 5630 Instructional Technology (or equivalent) .............................................. 3
- C1/FCS/SPE 5900 Internship (3 hours for students in CI & FCS) .......................... 3 or 6
  (6 hours for students in SPE)
- FCS 5100 Application and Theories of Child Development .................................... 3
Family and Consumer Sciences

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FCS 5105 Family Life Education ................................................................. 3
SPE 5630 Collaboration and Curriculum ................................................... 3

SUBTOTAL HOURS .................................................................................. 24 or 27

CONCENTRATION AREAS INCLUDE: (choose one area)
Administration Concentration (Code: 548C)

Thesis option:
FCS 5001 Orientation to Research in FCS ............................................... 3
OR
FDN 5000 Research Methods (or equivalent) .......................................... 3
FCS 5610 Administration of Early Childhood Programs ......................... 3
FCS 5999 Thesis ...................................................................................... 1-4
LHE 5250 Conflict Management in Educational Administration ........... 3
Electives ................................................................................................. 0-2
(Requires approval of program director and department chairperson)
SUBTOTAL HOURS .................................................................................. 10-13

Non-thesis option:
FCS 5001 Orientation to Research in FCS ............................................... 3
OR
FDN 5000 Research Methods (or equivalent) .......................................... 3
FCS 5610 Administration of Early Childhood Programs ......................... 3
LHE 5250 Conflict Management in Educational Administration ........... 3
Electives ................................................................................................. 3 or 6
SUBTOTAL HOURS .................................................................................. 12 or 15

TOTAL HOURS .......................................................................................... *36 or 37, or 39
*(The thesis option requires a minimum of 36 or 37 semester hours.)

Allied Personnel Concentration (Code: 548D)

Thesis option:
Approved Course Work ........................................................................... 6-9
FCS 5999 Thesis ...................................................................................... 1-4
Electives ................................................................................................. 0-5
SUBTOTAL HOURS .................................................................................. 9-13

Non-thesis option:
Approved Course Work ........................................................................... 6-9
Electives ................................................................................................. 3-9
SUBTOTAL HOURS .................................................................................. 12-15

TOTAL HOURS .......................................................................................... *36 or 39
*(The thesis option requires a minimum of 36 semester hours, but may exceed 36.)

Teaching+ (Code: 548B)
CI/FDN/RE/SPE 5040 Teacher as Researcher ............................................ 3
FCS 5110 Practical Issues in Family Development .................................... 3
FCS 5525 Product of Learning ................................................................ 3
OR
FCS 5999 Thesis (to meet Product of Learning Guidelines) .................... 3
LHE 5630 The Adult Learner ................................................................ 3
Electives ................................................................................................. 0 or 3
SUBTOTAL HOURS .................................................................................. 12 or 15

TOTAL HOURS .......................................................................................... *36 or 39
*(The thesis option will exceed 36 total hours for students taking SPE 5900.)

+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.

Thesis: Optional
Language 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 Data Analysis and Statistical Inference
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: Required for the Teaching track.

MASTER OF ARTS IN FAMILY AND CONSUMER SCIENCES

Major Code: 529A

Prerequisites:
Baccalaureate degree from an accredited college or university.

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

Other Criteria for All Applicants
3 recommendations

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 30 semester hours with thesis; 36 semester hours without thesis

Required Courses in Family and Consumer Sciences:

FCS 5001 Orientation to Research in Family and Consumer Sciences .................................... 3
FCS 5002 Family and Consumer Sciences Perspectives and Integrative Frameworks .......... 3

Additional hours in Family and Consumer Sciences ..................................................................... 16-18
(May include 1-4 hours for thesis)

SUBTOTAL HOURS ..................................................................................................................... 22-24

Related Courses:

An approved minor outside the department ................................................................................. 8-12
AND/OR

Additional hours outside Family and Consumer Sciences:

Thesis option:
With 8 to 12-hour minor .............................................................................................................. 0
Without minor ............................................................................................................................... 0-8
OR

Non-thesis option:
With 8 to 12-hour minor .............................................................................................................. 0-6
Without minor ............................................................................................................................... 0-14

NOTE: If a student chooses or is allowed to do 0 hours outside Family & Consumer Sciences, they must do an appropriate number of elective hours inside Family & Consumer Sciences to meet the 30 or 36 hour total requirement.

SUBTOTAL HOUR ..................................................................................................................... 8-12 or 0-8 or 0-6 or 0-14

TOTAL HOURS ..................................................................................................................... 30 or 36*

* 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

FCS 5999 Thesis ........................................................................................................................ 1-4

Language 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 Data Analysis and Statistical Inference
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

MASTER OF ARTS IN FAMILY AND CONSUMER SCIENCES, EDUCATION+
Major Code: 527A

Prerequisites:
Baccalaureate degree from an accredited college or university.
North Carolina “A” license or the equivalent from another state.

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

Other Criteria for All Applicants
3 recommendations

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

+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.

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI/FDN/RE/SPE 5040</td>
<td>Teacher as Researcher</td>
<td>3</td>
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<tr>
<td>CI 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/LHE 5585</td>
<td>Teacher Leadership and School Improvement</td>
<td>3</td>
</tr>
<tr>
<td>CI 5630</td>
<td>Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>FCS 5002</td>
<td>Family and Consumer Sciences Perspectives and Integrative Frameworks......</td>
<td>3</td>
</tr>
<tr>
<td>FDN 5600</td>
<td>Educational Statistics</td>
<td>3</td>
</tr>
<tr>
<td>FCS 5525</td>
<td>Product of Learning</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>Thesis (to meet Product of Learning Guidelines)</td>
<td>3</td>
</tr>
</tbody>
</table>

SUBTOTAL HOURS: 24

Elective hours in Family and Consumer Sciences: 12

Graduate level course work to be selected in consultation with the Graduate Student Advisor and with the approval of the Department Chairperson.

SUBTOTAL HOURS: 12

TOTAL HOURS: 36

Thesis: Optional

Language Proficiency: Statistics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDN 5600</td>
<td>Educational Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Comprehensive: A written comprehensive examination will be administered by the student’s advisory committee. An oral defense of the thesis is also required for the thesis option.

Product of Learning: Required

Graduate Minor outside the Department of Family and Consumer Sciences:
A graduate minor outside Family and Consumer Sciences consists of 8-12 hours of electives in a related discipline which must be approved by the Family and Consumer Sciences Graduate Committee and the department involved.

Graduate Minor in Family and Consumer Sciences: (Code: 527)
A graduate minor in Family and Consumer Sciences will consist of 12 hours of graduate Family and Consumer Sciences’ course work, 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.

(For a description of the course abbreviations used in the following list of courses, see page 46.)
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 2810-3820, or 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.

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 5105. Family Life Education/(3).F.Even-numbered Years.
Teaching strategies and methods for the family life parent educator.

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.

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/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/SPE 5112.)

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/SPE 5113.)

An in-depth study of nutritional needs and problems from conception through adolescence, both nationally and internationally. An examination of current trends in dietary intake, nutrition education during pregnancy and childhood, and the role of nutrition in child development. Prerequisite: FCS 2202 or equivalent.

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: FCS 4210 or consent of 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 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 dissatisfaction, 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 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.

Graded on an S/U basis only.

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 551. 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 instructor. (Dual-listed with FCS 4551.)

FCS 552. 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 5552.)

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, 2010, 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/SPE 2800 and FDN 3800 or approval of 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 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.)

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 instructor.

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 instructor.

Selection, organization, and use of strategies and materials for presenting family and consumer sciences related concepts. Two hours lecture/two hours lab. Prerequisite: Eligible for teaching licensure or permission of 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 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. It is graded on an S/U basis and does not count toward a degree.

FCS 5999. Thesis/(1-4).F;S.
Graded on an S/U basis.
The Department of Finance, Banking and Insurance

Delbert C. Goff, Chairperson and Associate Professor
Ph.D., Florida State University
Corporate Finance and Financial Analysis

Robert L. Cherry, Jr., Professor
J.D., Wake Forest University
M.B.A., University of North Carolina at Chapel Hill
Law and Real Estate

Don R. Cox, Associate Professor
Ph.D., Florida State University
Investments and Banking

Harry M. Davis, Professor
Ph.D., University of Georgia
Banking

The Walker College of Business, through the Department of Finance, Banking and Insurance, offers course work which forms a part of the MBA Program (see MBA program description, pages 69-70). Prerequisite to graduate study is admission to the MBA program or permission of the Assistant Dean for Graduate Studies and External Programs, Walker College of Business.

The Department of Finance, Banking and Insurance also offers a graduate certificate in Finance (322A). For more information, contact the Cratis D. Williams Graduate School at 828-262-2130 or visit our website at www.graduate.appstate.edu.

(For a description of the course abbreviations used in the following list of courses, see page 46.)

FINANCE, BANKING AND INSURANCE (FIN)

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; MBA 5600.

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

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

FIN 5570. Risk Management/(3).F;S.
Study of risk recognition, risk control, and risk financing techniques used to achieve basic organizational goals such as profit maximization, earnings stability, and growth. Case studies are used to provide insight to the risk management process. Prerequisite: FIN 3071. (Dual-listed with FIN 4570.)

FIN 5580. Financial Planning/(3).S.
Covers the gathering of financial information necessary to determine individuals' financial needs and evaluating life insurance and other financial instruments which will best meet these needs. Prerequisite: FIN 3071. (Dual-listed with FIN 4580.)

FIN 5610. Commercial Bank Management/(3).F;S.
A study of the management decisions needed in order to successfully operate a commercial bank as a part of the financial services industry. The competitive structure of the industry and problems of banks and other financial institutions are considered. Emphasis is given to asset/liability management. Prerequisites: FIN 3690, and either FIN 3790 or ECO 3070. (Dual-listed with FIN 4610.)

FIN 5620. Investment Management/(3).F;S.
The course examines traditional and modern approaches to investment analysis and portfolio management. Topics covered include stock selection and evaluation methods, portfolio theory, asset allocation, market efficiency, and portfolio management techniques. Detailed stock analysis projects will be completed and presented. Students will receive hands-on investment experience through the management of the Elbert V. Bowden Student Managed Investment Fund. Prerequisites: FIN 3890 with a minimum grade of B-, and FIN 3690. (Dual-listed with FIN 4620.)

FIN 5660. Financial Decision Making and Statement Analysis/(3).S.
A corporate finance course that focuses on applied financial analysis and financial decision making. Emphasis is placed on financial statement analysis and forecasting. Course coverage also includes analysis of risk and return and working capital management. Computer applications are required. Students are required to make presentations to the class. Prerequisites: FIN 3690 and 3890. (Dual-listed with FIN 4660.)

FIN 5750. International Business Finance/(3).F;S.
A study of international markets and the financial operations that take place in those markets. The financial aspects and operations of multinational corporations are highlighted. Key topics covered include exchange rate behavior and risk management, financing of international trade and operations, and international capital budgeting. Prerequisite: FIN 3680. (Dual-listed with FIN 4750.)

This course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. It is graded on an S/U basis and does not count toward a degree.
LAW (LAW)

LAW 5640, Business Law for Accountants/(3).F;S.
An in-depth study of legal rules, theories and regulations that impact upon the accounting profession. Common law and statutory sources will be utilized, with special emphasis in the areas of business organizations, SEC, accountant's legal liability and ethics. Objectives of this course include exposing the accounting student to legal issues that confront the profession and assist the student in preparing for the CPA examination. (Dual-listed with LAW 4640.)
The Department of Foreign Languages and Literatures offers the following graduate degree programs:

1. Master of Arts in Romance Languages, French, (Teaching) (Major Code: 223*)
   (a) French, K-12 Teaching (M Level Licensure) (Code: 223D)
   (b) Community, Junior and Technical College Teaching/French (Code: 223C)
2. Master of Arts in Romance Languages, French (Major Code: 222A)
3. Master of Arts in Romance Languages, Spanish (Teaching) (Major Code: 229*)
   (a) Spanish, K-12 Teaching (M Level Licensure) (Code: 229D)
   (b) Community, Junior and Technical College Teaching/Spanish (Code: 229C)
4. Master of Arts in Romance Languages, Spanish (Major Code: 228A)

The program provides graduate course work targeted toward the following professional populations:
   a. 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.
   b. students holding the BA or BS in French or Spanish who prepare for teaching at the Community, Junior, and Technical College level.
   c. students holding a bachelor’s degree in French or Spanish who seek preparation for further graduate study in these areas.

The program strives 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.

With approval from the departmental chairperson, teachers seeking dual certification in French and Spanish may develop a program of study containing 18 hours of course work in French and 18 hours in Spanish.

Students entering the M. A. program must
(1) provide a writing sample in the target language (an original essay, personal statement, academic paper, undergraduate portfolio);
(2) 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;
(3) demonstrate credit for at least two literature courses and two culture courses taken at the undergraduate level.

Students who do not have undergraduate credit in those areas or whose language proficiency is inadequate may be required to take appropriate courses prior to being recommended for Admission to Candidacy.

Note: 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 30 hour prerequisite.
### MASTER OF ARTS IN ROMANCE LANGUAGES, FRENCH (Teaching)+

**Major Code:** 223*

**Concentration:** French, K-12 Teaching (M Level Licensure)

**Concentration Code:** 223D

**Prerequisites:**
- Baccalaureate degree in Spanish or French from an accredited college or university.
- North Carolina “A” license or the equivalent from another state.
- 30 semester hours of language study in French beyond the intermediate level.

**Basic Criteria for Consideration**
- Cumulative Undergraduate GPA: 3.0 or higher
- GPA in subject area: 3.2 or higher
- Official GRE scores from ETS. No minimum scores have been established.

**Other Criteria for All Applicants**
- Writing sample in the target language (Spanish or French)
- 3 recommendations
- Audiotaped interview for evaluation of oral command of the target language

**Deadline**
- 1 July for Fall
- 1 November for Spring
- 1 April for Summer

**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>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>
<tr>
<td>FL 5525</td>
<td>Product of Learning</td>
<td>3</td>
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</tbody>
</table>

**SUBTOTAL HOURS** ................................................................. 9

#### Concentration Courses:

Students will elect at least 21 semester hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 5001</td>
<td>Francophone Children’s and Adolescent Literature</td>
<td>3</td>
</tr>
<tr>
<td>FRE 5002</td>
<td>Masterpieces of Francophone Art and Literature</td>
<td>3</td>
</tr>
<tr>
<td>FRE 5003</td>
<td>French Women Writers</td>
<td>3</td>
</tr>
<tr>
<td>FRE 5004</td>
<td>The French Media</td>
<td>3</td>
</tr>
<tr>
<td>FRE 5021</td>
<td>Poetry of French Expression</td>
<td>3</td>
</tr>
<tr>
<td>FRE 5023</td>
<td>Theater and Performance in French</td>
<td>3</td>
</tr>
<tr>
<td>FRE 5025</td>
<td>French Cultural Studies</td>
<td>3</td>
</tr>
<tr>
<td>FRE 5026</td>
<td>Francophone Cultures</td>
<td>3</td>
</tr>
<tr>
<td>FRE 5555</td>
<td>History of the French Language</td>
<td>3</td>
</tr>
<tr>
<td>FRE 5565</td>
<td>Advanced French Expression</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (FL 5530-5549, FRE 5500, FRE 5530-5549), chosen with the approval of the Adviser or Program Director ................................................................. 0-6

**SUBTOTAL HOURS** ........................................................................ 21

#### Professional Education 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>CI/SPE 5045</td>
<td>Advanced Topics in Diversity</td>
<td>3</td>
</tr>
<tr>
<td>CI/LHE 5585</td>
<td>Teacher Leadership and School Improvement</td>
<td>3</td>
</tr>
</tbody>
</table>

**SUBTOTAL HOURS** ........................................................................ 6

**TOTAL HOURS** ........................................................................ 36

**Thesis:** None

**Language Proficiency:** Proficiency in French is required.

**Comprehensive:** Each M.A. candidate maintains a portfolio of representative work generated in the course of the M.A. program. The portfolio contains updated copies of work produced for all classes in the content area, and serves as the basis for a 1 hour oral comprehensive examination.

**Product of Learning:** Required
MASTER OF ARTS IN ROMANCE LANGUAGES, FRENCH (Teaching)

Major Code: 223*

Concentration: Community, Junior and Technical College Teaching/French
Concentration Code: 223C

Prerequisites:
Baccalaureate degree in Spanish or French from an accredited college or university.
Two undergraduate literature courses and two culture courses

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.

Other Criteria for All Applicants
Writing sample in the target language (Spanish or French)
3 recommendations
Audiotaped interview for evaluation of oral command of the target language
International students must submit a writing sample in English, and must pass an oral interview in English.

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

Required Courses:

F L 5590 Issues in Teaching Foreign Languages and Cultures ............................................ 3
F L 5601 Bilingualism and Second Language Acquisition ................................................... 3

SUBTOTAL HOURS ............................................................................................................................ 6

Concentration Courses:
Students will elect at least 24 semester hours from the following:

FRE 5001 Francophone Children’s and Adolescent Literature ............................................ 3
FRE 5002 Masterpieces of Francophone Art and Literature ................................................... 3
FRE 5003 French Women Writers ............................................................................................. 3
FRE 5004 The French Media ........................................................................................................ 3
FRE 5021 Poetry of French Expression .................................................................................... 3
FRE 5023 Theater and Performance in French ....................................................................... 3
FRE 5025 French Cultural Studies ............................................................................................ 3
FRE 5026 Francophone Cultures ............................................................................................... 3
FRE 5555 History of the French Language .............................................................................. 3
FRE 5565 Advanced French Expression ................................................................................... 3

Electives (F L 5530-5549, FRE 5500, FRE 5530-5549), chosen with the approval of the Adviser or Program Director ................................................................................................................................... 0-6

SUBTOTAL HOURS .......................................................................................................................... 24

Professional Education Courses:
Students will elect a total of 6 semester hours from the following:

LHE 5420 Community, Junior, and Technical Colleges .......................................................... 3
LHE 5430 Organization and Administration of Postsecondary Education ................................ 3
LHE 5440 Instruction in Postsecondary Institutions ................................................................ 3
LHE 5630 The Adult Learner .................................................................................................... 3
LHE 5810 Planning Educational Programs .............................................................................. 3
LHE 6631 Teaching and Learning in Postsecondary Education .............................................. 3

SUBTOTAL HOURS ............................................................................................................................ 6

TOTAL HOURS ................................................................................................................................... 36

Thesis: None

Language Proficiency: Proficiency in French is required.

Comprehensive: Each M.A. candidate maintains a portfolio of representative work generated in the course of the M.A. program. The portfolio contains updated copies of work produced for all classes in the content area, and serves as the basis for a 1 hour oral comprehensive examination.

Product of Learning: None Required
MASTER OF ARTS IN ROMANCE LANGUAGES, FRENCH
Major Code: 222A

Prerequisites:
Baccalaureate degree in French from an accredited college or university.
Two undergraduate literature courses and two culture courses

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.

Other Criteria for All Applicants
Writing sample in the target language (Spanish or French)
3 recommendations
Audiotaped interview for evaluation of oral command of the target language
International students must submit a writing sample in English, and must pass an oral interview in English.

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours
Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>F L 5000</td>
<td>Research and Critical Theory</td>
<td>3</td>
</tr>
<tr>
<td>F L 5590</td>
<td>Issues in Teaching Foreign Languages and Cultures</td>
<td>3</td>
</tr>
</tbody>
</table>

SUBTOTAL HOURS .................................................................................................................... 3 or 6

Concentration Courses:
Students will elect at least 21 semester hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 5001</td>
<td>Francophone Children’s and Adolescent Literature</td>
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<td>FRE 5002</td>
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<td>FRE 5003</td>
<td>French Women Writers</td>
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</tr>
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<td>FRE 5004</td>
<td>The French Media</td>
<td>3</td>
</tr>
<tr>
<td>FRE 5021</td>
<td>Poetry of French Expression</td>
<td>3</td>
</tr>
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<td>FRE 5023</td>
<td>Theater and Performance in French</td>
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<td>Francophone Cultures</td>
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<td>History of the French Language</td>
<td>3</td>
</tr>
<tr>
<td>FRE 5565</td>
<td>Advanced French Expression</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (F L 5601, F L 5530-5549, FRE 5500, FRE 5530-5549), chosen with the approval of the Adviser or Program Director ................................................................................................................................... 0-6

SUBTOTAL HOURS ................................................................................................................ 21 or 24

Thesis:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 5999</td>
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<td>3</td>
</tr>
</tbody>
</table>

SUBTOTAL HOURS ............................................................................................................. 3

TOTAL HOURS ................................................................................................................. 30

Thesis: Required

Language Proficiency: Proficiency in French is required.

Comprehensive: Each M.A. candidate maintains a portfolio of representative work generated in the course of the M.A. program. The portfolio contains updated copies of work produced for all classes in the content area, and serves as the basis for a 1 hour oral comprehensive examination.

Product of Learning: None Required

MASTER OF ARTS IN ROMANCE LANGUAGES, SPANISH (Teaching)+
Major Code: 229*
Concentration: Spanish, K-12 Teaching (M Level Licensure)
Concentration Code: 229D

Prerequisites:
Baccalaureate degree in Spanish or French from an accredited college or university. North Carolina “A” license or the equivalent from another state. 30 semester hours of language study in Spanish beyond the intermediate level.
Basic Criteria for Consideration
Cumulative Undergraduate GPA: 3.0 or higher
GPA in subject area: 3.2 or higher
Official GRE scores from ETS. No minimum scores have been established.

Other Criteria for All Applicants
Writing sample in the target language (Spanish or French)
3 recommendations
Audiotaped interview for evaluation of oral command of the target language

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

Required Courses:
- F L 5590 Issues in Teaching Foreign Languages and Cultures ............................................ 3
- F L 5601 Bilingualism and Second Language Acquisition ................................................... 3
- F L 5525 Product of Learning .................................................................................................. 3

SUBTOTAL HOURS ............................................................................................................................ 9

Concentration Courses:
Students will elect at least 21 semester hours from the following:
- SNH 5001 Hispanic Children’s and Adolescent Literature .................................................... 3
- SNH 5002 Masterpieces of Hispanic Art and Literature ....................................................... 3
- SNH 5003 Hispanic Short Fiction .......................................................................................... 3
- SNH 5024 Theatre and Performance in the Hispanic World ................................................. 3
- SNH 5026 Hispanic Cultural Studies ......................................................................................... 3
- SNH 5027 The Media in Latin America and Spain ................................................................. 3
- SNH 5555 History of the Spanish Language ............................................................................ 3
- SNH 5565 Advanced Spanish Expression ................................................................................. 3

Electives (F L 5530-5549, SNH 5500, SNH 5530-5549), chosen with the approval of the Adviser
or Program Director ........................................................................................................................... 0-6

SUBTOTAL HOURS .......................................................................................................................... 21

Professional Education Courses:
- C I/SPE 5045 Advanced Topics in Diversity ................................................................................... 3
- C I/LHE 5585 Teacher Leadership and School Improvement ...................................................... 3

SUBTOTAL HOURS ............................................................................................................................ 6

TOTAL HOURS ....................................................................................................................................... 36

Thesis: None

Language Proficiency: Proficiency in Spanish is required.

Comprehensive: Each M.A. candidate maintains a portfolio of representative work generated in the course of the M.A. program. The portfolio contains updated copies of work produced for all classes in the content area, and serves as the basis for a 1 hour oral comprehensive examination.

Product of Learning: Required

MASTER OF ARTS IN ROMANCE LANGUAGES, SPANISH (Teaching)
Major Code: 229*
Concentration: Community, Junior and Technical College Teaching/Spanish
Concentration Code: 229C

Prerequisites:
Baccalaureate degree in Spanish or French from an accredited college or university.
Two undergraduate literature courses and two culture courses

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.
Other Criteria for All Applicants
Writing sample in the target language (Spanish or French)
3 recommendations
Audiotaped interview for evaluation of oral command of the target language
International students must submit a writing sample in English, and must pass an oral interview in English.

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

Required Courses:
- F L 5590 Issues in Teaching Foreign Languages and Cultures ............................................ 3
- F L 5601 Bilingualism and Second Language Acquisition ................................................... 3

SUBTOTAL HOURS ............................................................................................................................ 9

Concentration Courses:
Students will elect at least 24 semester hours from the following:
- SNH 5001 Hispanic Children’s and Adolescent Literature .................................................... 3
- SNH 5002 Masterpieces of Hispanic Art and Literature ........................................................ 3
- SNH 5003 Hispanic Short Fiction ............................................................................................. 3
- SNH 5024 Theatre and Performance in the Hispanic World ............................................... 3
- SNH 5026 Hispanic Cultural Studies ......................................................................................... 3
- SNH 5027 The Media in Latin America and Spain ............................................................... 3
- SNH 5555 History of the Spanish Language ............................................................................. 3
- SNH 5565 Advanced Spanish Expression ............................................................................... 3
- Electives (F L 5530-5549, SNH 5500, SNH 5530-5549), chosen with the approval of the Adviser or
  Program Director .......................................................................................................................... 0-6

SUBTOTAL HOURS .......................................................................................................................... 24

Professional Education Courses:
Students will elect a total of 6 semester hours from the following:
- LHE 5420 Community, Junior, and Technical Colleges .......................................................... 3
- LHE 5430 Organization and Administration of Postsecondary Education ........................ 3
- LHE 5440 Instruction in Postsecondary Institutions ............................................................. 3
- LHE 5630 The Adult Learner .................................................................................................. 3
- LHE 5810 Planning Educational Programs ............................................................................. 3
- LHE 6631 Teaching and Learning in Postsecondary Education ......................................... 3

SUBTOTAL HOURS ............................................................................................................................ 6

TOTAL HOURS .................................................................................................................................. 36

Thesis: None

Language Proficiency: Proficiency in Spanish is required.

Comprehensive: Each M.A. candidate maintains a portfolio of representative work generated in the course of the M.A. program. The portfolio contains updated copies of work produced for all classes in the content area, and serves as the basis for a 1 hour oral comprehensive examination.

Product of Learning: None Required

MASTER OF ARTS IN ROMANCE LANGUAGES, SPANISH
Major Code: 222A

Prerequisites:
Baccalaureate degree in Spanish from an accredited college or university.
Two undergraduate literature courses and two culture courses

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.

Other Criteria for All Applicants
Writing sample in the target language (Spanish or French)
3 recommendations
Audiotaped interview for evaluation of oral command of the target language
International students must submit a writing sample in English, and must pass an oral interview in English.
Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SNH 5000</td>
<td>Research and Critical Theory</td>
<td>3</td>
</tr>
<tr>
<td>F L 5590</td>
<td>Issues in Teaching Foreign Languages and Cultures</td>
<td>3</td>
</tr>
</tbody>
</table>

(can be waived for students who are not holding teaching assistantships.)

SUBTOTAL HOURS ................................................................. 3 or 6

Concentration Courses:

Students will elect at least 21 semester hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>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 5024</td>
<td>Theatre 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 (F L 5601, F L 5530-5549, SNH 5500, SNH 5530-5549), chosen with the approval of the Adviser or Program Director .......................................................... 0-6

SUBTOTAL HOURS ................................................................................ 21 or 24

Thesis:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SNH 5999</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

SUBTOTAL HOURS ................................................................................ 3

TOTAL HOURS ...................................................................................... 30

Thesis: Required

Language Proficiency: Proficiency in French is required.

Comprehensive: Each M.A. candidate maintains a portfolio of representative work generated in the course of the M.A. program. The portfolio contains updated copies of work produced for all classes in the content area, and serves as the basis for a 1 hour oral comprehensive examination.

Product of Learning: None Required

NOTES:

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. The department will approve up to six (6) semester hours of graduate work completed in an approved study abroad program. Approval of programs and course work is done on an individual basis.

Graduate Minor in Romance Languages/French (Code: 222)
A graduate (M.A.) minor in Romance Languages/French consists of 8 to 12 semester hours selected from French offerings numbered 5000 or above, except FRE 5989.

Graduate Minor in Romance Languages/Spanish (Code: 223)
A graduate (M.A.) minor in Romance Languages/Spanish consists of 8 to 12 semester hours selected from Spanish offerings numbered 5000 or above, except SNH 5989.

(For a description of the course abbreviations used in the following list of courses, see page 46.)

FOREIGN LANGUAGES AND LITERATURES (F L)

F L 5500. Independent Study/(1-3).F:S.
An on-going research/pedagogical project in thesis or portfolio form. Graded on an S/U basis only.

F L 5530-5549. Selected Topics/(1-4).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.)
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.)

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, 3010, 3020, 5550. May be taken concurrently with FL 5551. (Dual-listed with FL 4555.)

FL 5590. Issues in Teaching Foreign Languages and Cultures/(3).S.
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.

FL 5600. Linguistics/(3).SS Only.
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.
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.

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. It is graded on an S/U basis and does not count toward a degree.

FRENCH (FRE)

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 underlie 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. (Dual-listed with FRE 4555.)

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. It is graded on an S/U basis and does not count toward a degree.

**FRE 5999. Thesis/(3).On Demand.**
Graded on an S/U basis only.

**SPANISH (SNH)**

**SNH 5000. Research and Critical Theory/(3).F. 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.**
Commented 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.

**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.

**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 Spanish from Latin to its present form; internal developments and external influences. Study of phonology, morphology and syntax of Old Spanish and reading of selected Old Spanish texts. (Dual-listed with SNH 4555.)

**SNH 5565. Advanced Spanish Expression/(3).F. 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 4465.]

**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. It is graded on an S/U basis and does not count toward a degree.

**SNH 5999. Thesis/(3).On Demand.**
Graded on an S/U basis only.
Department of Geography and Planning

James E. Young, Chairperson and Associate Professor  
Ph.D., University of Minnesota  
Cartography, Russia, Geographic Education

Neal G. Lineback, Professor  
Ph.D., University of Tennessee at Knoxville  
General Geography, Land Use, Water Resources

Robert N. Brown, Assistant Professor  
Ph.D., Louisiana State University  
Migration, American South, Ethnomusicology

Michael W. Mayfield, Professor  
Ph.D., University of Tennessee at Knoxville  
Hydrology, Global Change

Jeffrey D. Colby, Assistant Professor  
Ph.D., University of Colorado  
GIS, Remote Sensing, Physical Geography

Arthur Rex, Lecturer  
M.A., Appalachian State University  
GIS, Computer Cartography, Physical Geography

Garry V. Cooper, Professor  
Ed.D., Texas A & M University  
Planning Techniques, Planning Strategies

Kathleen Schroeder, Associate Professor  
Ph.D., University of Minnesota  
Latin America, Developing World

Richard J. Crepeau, Assistant Professor  
Ph.D., University of California at Irvine  
Transportation Planning, Planning Techniques

Peter T. Soulé, Professor  
Ph.D., University of Georgia  
Climatology, Natural Hazards

Gabrielle L. Katz, Assistant Professor  
Ph.D., University of Colorado  
Biography, Hydrology, Environmental Geography

Roger A. Winsor, Professor  
Ph.D., University of Illinois  
Historical, Social Geography

The Department of Geography and Planning offers a Master of Arts degree in Geography. The graduate degree program in Geography is designed to provide students with a broad range of academic and professional options. Foundations of the program include preparing students for 1) Ph.D. work in geography or planning and 2) professional opportunities in applied geography and planning.

MASTER OF ARTS IN GEOGRAPHY

Major Code: 237A

Prerequisite:
Baccalaureate degree from an accredited college or university
Students entering the graduate program without a degree in Geography are required to make up deficiencies in the areas of physical geography, human geography, and geographic techniques. Specific courses will be determined in consultation with the graduate committee.

Basic Criteria for Consideration
Minimum requirement for admission: (Undergraduate GPA X 400) + GRE-V + GRE-Q = 2000.

Other Criteria for All Applicants
3 recommendations
Cover letter (not to exceed two pages) stating reasons why applicant wishes to enter the program

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 30 semester hours with thesis; 36 semester hours without thesis

Required Courses:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<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 5110</td>
<td>Special Topics in Regional Analysis</td>
<td>3</td>
</tr>
<tr>
<td>GHY 5130</td>
<td>Seminar in Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>GHY 5800</td>
<td>Quantitative Methods</td>
<td>3</td>
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</table>

SUBTOTAL HOURS ................................................................. 15

Emphasis: The student must also complete the requirements for one of the following emphases:

A. LIBERAL ARTS:

Additional Hours: Minimum of 15 semester hours as listed below:

<table>
<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>GHY 5999</td>
<td>Thesis</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

SUBTOTAL HOURS ................................................................. 15

TOTAL HOURS ........................................................................... 30
Thesis: Required  
Language Proficiency: None Required  
Comprehensive: Required  
Product of Learning: None required

B. APPLIED GEOGRAPHY:  
Additional Hours: Minimum of 21 semester hours as listed below:  
GHY 5400 Planning Process ............................................................... 3  
Electives .............................................................................................. 9-12  
*GHY 5900 Internship in Geography .................................................. 6-9  
SUBTOTAL HOURS ............................................................................. 21  
TOTAL HOURS ................................................................................. 36

*Internship will not be initiated until 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.

Thesis: None Required  
Language Proficiency: None Required  
Comprehensive: Required  
Product of Learning: None required

Graduate Minor in Geography (Code: 241)  
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  
GHY 5100 Seminar in Physical Geography ............................................. 3  
GHY 5110 Special Topics in Regional Analysis ....................................... 3  
GHY 5130 Seminar in Cultural Geography ............................................. 3  
GHY 5400 Planning Process ................................................................. 3

NOTES:  
The Department of Geography and Planning participates in a program leading to a Master of Arts degree in Social Science, Education (Major Code: 282*) with two concentrations: 1) Community College/Geography (Code: 282N) and 2) Secondary School (Advanced Licensure)/Geography (Code: 282T). For detailed requirements, see the Social Science description.

(For a description of the course abbreviations used in the following list of courses, see page 46.)

GEOGRAPHY (GHY)  
GHY 5000. Research Themes and Methods(3).F.  
Study of major ongoing and emerging foci in geography in the context of the scientific method; appropriate attention paid to field and literature search methodologies and the essentials of scientific report writing. Required within 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.

GHY 5110. Special Topics in Regional Analysis(3).On Demand.  
Analysis of regional theory and method. Various regions within North America and/or on the world scale will be chosen for examination. Barring duplication of content, a student may repeat this course for credit.

GHY 5130. Seminar in Cultural Geography(3).S.  
An exploration of special problems related to cultural geography with emphasis placed on their spatial patterns and processes. Barring duplication of content, a student may repeat this course for credit.

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 5400. Planning Process(3).F.  
The planning process is explored in detail by examining the roles and relationships of planning agencies/functions at the various levels of government and in the private sector. The functions and goals of planning are also approached from a topical point of view in order for the student to see how continuous planning enhances decision-making processes. Selected planning theories/techniques are reviewed and evaluated.

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. Quantitative Methods/(3).F;S.**
The study of the quantitative methodology relating to the analysis of relationships between people and their physical environment, their spatial consequences, and the resulting regional structures that have emerged on the earth’s surface. (Dual-listed with GHY 4800.)

**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. Two hours lecture, two hours laboratory. (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. Two hours lecture, two hours laboratory. (Dual-listed with GHY 4812.)

**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/HIS/PS/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. It is graded on an S/U basis and does not count toward a degree.

**GHY 5999. Thesis/(4),F;S.**
Graded on an S/U basis.

**COMMUNITY AND REGIONAL PLANNING (PLN)**

**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 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 instructor. Two hours lecture; two hours laboratory. (Dual-listed with PLN 4700.)
Department of Geology

David White, Acting Chairperson and Professor
Ph.D., University of Virginia
Modern Middle Eastern History

Ellen A. Cowan, Professor
Ph.D., Northern Illinois University
Geomorphology, Hydrogeology, Glacial Marine Sedimentology

Steven Hageman, Assistant Professor
Ph.D., University of Illinois
Paleontology

Loren A. Raymond, Professor
Ph.D., University of California at Davis
Petrotectonics, Petrology, Structural Geology

Kristen St. John, Assistant Professor
Ph.D., Ohio State University
Oceanography, Marine Sedimentology, Paleoeclimatology

The Department of Geology does not offer a graduate program. The following courses are used to complement other graduate degree programs.

(For a description of the course abbreviations used in the following list of courses, see page 46.)

GEOLOGY (GLY)

GLY 5500. Independent Study/(1-3).On Demand.

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

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 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, 2215, and 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, 3715, and 3800. (Dual-listed with GLY 4835.)
Two graduate degrees in Gerontology are offered:
(1) M.A. in Gerontology (Major Code: 245A)
(2) M.A. in Gerontology (Major Code: 256*) with three concentrations:
   (a) Counseling (Code: 256B)
   (b) Lifespan Transitions (Code: 256D)
   (c) Program Administration (Code: 256C)

The Department of Sociology and Social Work also offers a graduate certificate in Gerontology (245A). For more information, contact the Program Director at 828-262-6146 or visit our website at www.aging.appstate.edu.

The Gerontology program, housed in the Department of Sociology and Social Work, prepares persons to enter 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 various public policies implemented through existing federal and state programs.

Prerequisites:
Baccalaureate degree from an accredited college or university

Basic Criteria for Consideration
Cumulative Undergraduate GPA:  2.75
GRE Verbal + GRE Quantitative = 900 or higher

Other Criteria for All Applicants
3 letters of recommendation that evaluate past and projected academic and/or employment performance
Current resume

Deadline
1 July for Fall/ 1 November for Spring

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 statistical methods and a course in research methods. Candidates who are deficient in these or any other undergraduate prerequisites must take the equivalent course(s).

NOTES:
An advisor will supervise each candidate’s program of study and will recommend to the Dean of Graduate Studies and Research any exceptions and/or substitutions when necessary.

Candidates for both degrees must demonstrate an understanding of research procedures and show proficiency in interpreting data in various formats through prescribed courses. Each student must complete the required course in research problems, and must either complete an additional course in research problems or write a thesis.

MASTER OF ARTS IN GERONTOLOGY
Major Code: 245A

Hours: 30 semester hours with thesis; 36 semester hours without thesis

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 1 (or an 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>Field Experience/Internship</td>
<td>3</td>
</tr>
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</table>

**SUBTOTAL HOURS** ......................................................................................................................... 21
Electives:
Courses currently approved for electives include, but are not limited to, the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</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>
</tr>
<tr>
<td>HCM 5560</td>
<td>Issues in Health Care Administration</td>
<td>3</td>
</tr>
<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>
</tr>
<tr>
<td>P S 5180</td>
<td>Public Policy Analysis and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>P S 5360</td>
<td>Public Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>P S 5665</td>
<td>Public Management</td>
<td>3</td>
</tr>
<tr>
<td>R M 5560</td>
<td>Leisure and Aging</td>
<td>3</td>
</tr>
<tr>
<td>SOC 5530-5549</td>
<td>Selected Topics</td>
<td>1-4</td>
</tr>
<tr>
<td>S W 5555</td>
<td>Death, Dying and Living</td>
<td>3</td>
</tr>
</tbody>
</table>

Thesis Option:
SOC 5999 Thesis ........................................................................................................ 3-6
Electives .......................................................................................................................... 3-6
(chosen with advice and approval of the Program Director)

TOTAL HOURS .................................................................................................................. 30

Non-thesis Option:
SOC 5990 Research Problems II (or an equivalent course in a cooperating discipline) .......... 3
Electives .......................................................................................................................... 12
(chosen with advice and approval of the Program Director)

TOTAL HOURS .................................................................................................................. 36

Note: Courses meeting the requirements for Field Experience/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.

Language Proficiency: None required

Comprehensive: Each candidate must successfully complete a written comprehensive examination.

Product of Learning: None required

MASTER OF ARTS IN GERONTOLOGY
Major Code: 256*
Concentrations: Counseling (Code: 256B)
                  Lifespan Transitions (Code: 256D)
                  Program Administration (Code: 256C)

Hours: 33 semester hours with thesis; 36 semester hours without thesis

Required Courses:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</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 an 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>Field Experience/Internship</td>
<td>3</td>
</tr>
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</table>

SUBTOTAL HOURS ............................................................................................................ 21

Thesis Option:
SOC 5999 Thesis ........................................................................................................ 3-6
Concentration hours (minimum) .................................................................................. 9-12
(chosen from list below with advice and approval of the Program Director)

TOTAL HOURS .................................................................................................................. 33
Non-thesis Option:
SOC 5990 Research Problems II (or an equivalent course in a cooperating discipline) .... 3
Concentration hours (minimum) .......................................................................................................................... 9-12
(chosen from list below with advice and approval of the Program Director)
Elective hours ................................................................................................................................... 0-3

TOTAL HOURS .................................................................................................................................. 36

Note: Courses meeting the requirements for Field Experience/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.

Concentrations: A concentration consists of a minimum of 9-12 semester hours, selected from the following:
a. Counseling: (Code: 256B)
   HPC 5220 Counseling Theory and Techniques ................................................................. 3
   HPC 5790 Group Methods and Processes ........................................................................ 3
   HPC 5850 Theory and Practice of Reality Therapy ....................................................... 3
b. Lifespan Transitions: (Code: 256D)
   FCS 5110 Practical Issues in Family Development ......................................................... 3
   FCS 5210 Nutrition for the Elderly ................................................................................. 3
   FCS 5315 Housing for the Elderly .................................................................................. 3
   FCS 5551 Families in Later Life ....................................................................................... 3
c. Program Administration: (256C)
   P S 5180 Public Policy Analysis and Program Evaluation .............................................. 3
   P S 5360 Public Personnel Administration ................................................................. 3
   P S 5665 Public Management .......................................................................................... 3

Other courses currently approved for concentrations include, but are not limited to, the following:
   FCS 5110 Practical Issues in Family Development ......................................................... 3
   FCS 5210 Nutrition for the Elderly .................................................................................. 3
   FCS 5315 Housing for the Elderly ............................................................................... 3
   FCS 5551 Families in Later Life ..................................................................................... 3
   HCM 5560 Issues in Health Care Administration ............................................................ 3
   HPC 5220 Counseling Theory and Techniques .............................................................. 3
   HPC 5790 Group Methods and Processes ..................................................................... 3
   HPC 5850 Theory and Practice of Reality Therapy ...................................................... 3
   P S 5180 Public Policy Analysis and Program Evaluation ............................................ 3
   P S 5360 Public Personnel Administration ................................................................. 3
   P S 5500 Independent Study .......................................................................................... 1-3
   P S 5665 Public Management ....................................................................................... 3
   R M 5560 Leisure and Aging .......................................................................................... 3
   SOC 5530-5549 Selected Topics .................................................................................... 1-4
   S W 5555 Death, Dying and Living ............................................................................... 3

Additional concentrations may be developed and added to the program.

Thesis: Optional

Language Proficiency: None required

Comprehensive: Each candidate must successfully complete a written comprehensive examination.

Product of Learning: None required
The Department of Health, Leisure and Exercise Science offers the following graduate degrees:

1. Master of Arts in Health and Physical Education (Major Code: 569*) with one concentration:
   (a) Master Teacher (Code: 569E)
   (NOTE: Applications for admission to the Master of Arts in Health and Physical Education with a concentration in Master Teacher are not being accepted. For additional information contact the Graduate School or the academic department.)

2. Master of Arts in Sports Management (Major Code: 547A)

3. Master of Science in Exercise Science (Major Code: 519A)

Additional information on any of these degrees can be obtained from the coordinator of Graduate Study.

MASTER OF ARTS IN HEALTH AND PHYSICAL EDUCATION

Major Code: 569*
Concentration: Master Teacher (Code: 569E)

(NOTE: Applications for admission to the Master of Arts in Health and Physical Education with a concentration in Master Teacher are not being accepted. For additional information contact the Graduate School or the academic department.)

Prerequisites:
Baccalaureate degree from an accredited college or university.
North Carolina “A” license or the equivalent from another state

Basic Criteria for Consideration
Cumulative Undergraduate GPA: 2.7
GRE Verbal + GRE Quantitative = 900
GRE Writing: 3.0 or higher

Other Criteria for All Applicants
3 recommendations

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

Required Courses:
- E S/P E 5000 Introduction to Research Principles and Design ................................................... 3
- P E 5571 Seminar in Contemporary Issues ............................................................................. 3
- E S/P E 5592 Data Analysis in Sport and Exercise Science .......................................................... 3
- P E 5660 Psychology of Motor Learning ................................................................................. 2
- P E 5673 Teaching Strategies in Physical Education ................................................................. 3
- E S 5710 Biomechanics ........................................................................................................... 3

SUBTOTAL HOURS .......................................................................................................................... 17
### Approved Electives:

<table>
<thead>
<tr>
<th></th>
<th>Non-thesis Option</th>
<th>Thesis Option</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUBTOTAL HOURS</strong></td>
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<td>2-6</td>
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</table>

### Professional Education Requirements:

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<tr>
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<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CI 5060</td>
<td>Curriculum Planning</td>
<td>2</td>
</tr>
<tr>
<td>FDN 5560</td>
<td>Classroom Assessment</td>
<td>3</td>
</tr>
<tr>
<td>FDN 5840</td>
<td>Social and Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5555</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>OR PSY 5565</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>SUBTOTAL HOURS</strong></td>
<td></td>
<td>11</td>
</tr>
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</table>

**Thesis**: Optional

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E S/P E 5560</td>
<td>Research Project</td>
<td>3</td>
</tr>
<tr>
<td>OR E S/P E 5999</td>
<td>Thesis</td>
<td>2-6</td>
</tr>
<tr>
<td><strong>SUBTOTAL HOURS</strong></td>
<td></td>
<td>2-6</td>
</tr>
</tbody>
</table>

### Total Hours: 36 semester hours

**Language Proficiency**: None required

**Comprehensive**: Required

**Product of Learning**:

**MASTER OF ARTS IN SPORTS MANAGEMENT**

**Major Code**: 547A

**Prerequisite**: Baccalaureate degree from an accredited college or university.

**Basic Criteria for Consideration**

- Cumulative Undergraduate GPA: 2.7
- GRE Verbal + GRE Quantitative = 900
- GRE Writing: 3.5 or higher

**Other Criteria for All Applicants**

- 3 recommendations

**Deadline**

- 1 April for Fall; 1 November for Spring

**Hours**: 36 semester hours

### Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E S/P E 5000</td>
<td>Introduction to Research Principles and Design</td>
<td>3</td>
</tr>
<tr>
<td>P E 5400</td>
<td>Sport Law</td>
<td>3</td>
</tr>
<tr>
<td>E S/P E 5592</td>
<td>Data Analysis in Sport and Exercise Science</td>
<td>3</td>
</tr>
<tr>
<td>P E 5600</td>
<td>Organization, Administration and Supervision of Physical Education and Athletics</td>
<td>3</td>
</tr>
<tr>
<td>P E 5670</td>
<td>Social and Psychological Dimensions of Sport</td>
<td>3</td>
</tr>
<tr>
<td>P E 5680</td>
<td>Planning and Developing Sports Facilities</td>
<td>3</td>
</tr>
<tr>
<td>P E 5900</td>
<td>Internship</td>
<td>3-5</td>
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<tr>
<td><strong>SUBTOTAL HOURS</strong></td>
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### Approved Electives:

<table>
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<th>Non-thesis Option</th>
<th>Thesis Option</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>SUBTOTAL HOURS</strong></td>
<td></td>
<td>2-4</td>
</tr>
</tbody>
</table>

**HOURS**: 0-4
Additional Courses: (3 of the following:)
Three (3) additional courses to be selected in consultation with the graduate program director and/or the department chairperson.

SUBTOTAL HOURS ............................................................................................................................ 9

Thesis: Optional

Non-thesis Option:
E S/P E 5560 Research Project ......................................................................................................... 3

OR

Thesis Option:
P E 5999 Thesis ........................................................................................................................ 2-6

SUBTOTAL HOURS ......................................................................................................................... 2-6

Required Courses ............................................................................................................................... 21-23
Approved Elective Requirements ............................................................................................................................ 0-4
Additional Course Requirements ............................................................................................................................... 9
Thesis/Non-Thesis Requirements ........................................................................................................................... 2-6

TOTAL HOURS ............................................................................................................................... 36

Language Proficiency: None required

Comprehensive: Required

Product of Learning: None required

MASTER OF SCIENCE DEGREE IN EXERCISE SCIENCE
Major Code: 519A

Prerequisite:
Baccalaureate degree from an accredited college or university.
Undergraduate course work or the equivalent in the following:
- Introduction to Life Science or Introductory Biology
- Introductory Chemistry (with lab)
- Organic Chemistry (with lab)
- Human Anatomy and Physiology
- Introduction to Biomechanics
- Exercise Physiology
- Measurement and Evaluation in Exercise Science or other basic statistics course

An applicant who has not taken Biomechanics or Organic Chemistry (but not both) may be admitted, but must complete the prerequisite course work before the end of the first semester

Basic Criteria for Consideration
Cumulative undergraduate GPA:  2.5 or higher
GRE Verbal + GRE Quantitative  =  900 or higher
GRE Writing:  3.0 or higher

Other Criteria for All Applicants
3 recommendations

Deadline
1 April for Fall semester

The following courses or equivalents must be completed prior to formal admission into the program and registration in Fall graduate courses. This list may not include prerequisites for all elective courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 1101</td>
<td>Introduction to Life Science</td>
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<tr>
<td>CHE 1101</td>
<td>Introductory Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHE 1102</td>
<td>Introductory Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHE 1110</td>
<td>Introductory Chemistry Lab I</td>
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<tr>
<td>CHE 1120</td>
<td>Introductory Chemistry Lab II</td>
<td>1</td>
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<tr>
<td>CHE 2101</td>
<td>Fundamentals of Organic Chemistry</td>
<td>3</td>
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<tr>
<td>CHE 2203</td>
<td>Organic Chemistry Lab I</td>
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<tr>
<td>E S 2000</td>
<td>Human Anatomy and Physiology</td>
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<tr>
<td>E S 2010</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>E S 2020</td>
<td>Measurement and Evaluation in Exercise Science</td>
<td>3</td>
</tr>
<tr>
<td>E S 3550</td>
<td>Introduction to Biomechanics</td>
<td>4</td>
</tr>
</tbody>
</table>
Health, Leisure and Exercise Science

Hours: 42 semester hours

Required Courses:
(21 semester hours without thesis, 24 semester hours with thesis:)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 5000</td>
<td>Introduction to Research Principles and Design</td>
<td>3</td>
</tr>
<tr>
<td>ES 5560</td>
<td>Research Project</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES 5999</td>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>ES 5591</td>
<td>Biomechanical and Physiological Laboratory Assessment</td>
<td>3</td>
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<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>
<td>3</td>
</tr>
<tr>
<td>ES 5710</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
</tbody>
</table>

SUBTOTAL HOURS: 21 or 24

Research Track:
(A minimum of 21 semester hours, 18 semester hours if thesis option is chosen:)

Required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 5506</td>
<td>Advanced Animal Physiology</td>
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</tr>
<tr>
<td>CHE 5580</td>
<td>Biochemistry I (CHE 2101/2203)</td>
<td>3</td>
</tr>
<tr>
<td>ES 5650</td>
<td>Theoretical and Practical Aspects of Strength/Power Conditioning</td>
<td>3</td>
</tr>
<tr>
<td>BIO 5563</td>
<td>Biology of Aging (instructor’s permission)</td>
<td>3</td>
</tr>
<tr>
<td>BIO 5568</td>
<td>Immunology (co- or prereq BIO 3306)</td>
<td>4</td>
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<tr>
<td>CHE 5560</td>
<td>Instrumental Methods of Analysis (instructor’s permission)</td>
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<tr>
<td>CHE 5582</td>
<td>Biochemistry II (co- or prereq CHE 4580)</td>
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</tr>
<tr>
<td>ES 5555</td>
<td>Nutritional Aspects of Exercise and Sports</td>
<td>3</td>
</tr>
<tr>
<td>ES 5500</td>
<td>Independent Study</td>
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</tbody>
</table>

OR

Clinical/Cardiopulmonary Rehabilitation Track:
(A minimum of 21 semester hours, 18 semester hours if thesis option is chosen:)

Required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 5635</td>
<td>ECG/Exercise Test 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 5900</td>
<td>Internship</td>
<td>6</td>
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<tr>
<td>BIO 5563</td>
<td>Biology of Aging (prereq BIO 1101 &amp; 1102, or instructor’s permission)</td>
<td>3</td>
</tr>
<tr>
<td>ES 5500</td>
<td>Independent Study</td>
<td>1-4</td>
</tr>
<tr>
<td>FCS 5210</td>
<td>Nutrition for the Elderly</td>
<td>3</td>
</tr>
<tr>
<td>FCS 5552</td>
<td>Medical Terminology</td>
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<tr>
<td>PSY 5653</td>
<td>Health Psychology (prereq PSY 2664 or instructor’s permission)</td>
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</tr>
<tr>
<td>SOC 5420</td>
<td>Health Care and Aging (Special Topics)</td>
<td>3</td>
</tr>
</tbody>
</table>

OR

Strength and Conditioning Track:
(A minimum of 21 semester hours, 18 semester hours if thesis option is chosen:)

Required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 5600</td>
<td>Survey of Sports Performance</td>
<td>3</td>
</tr>
<tr>
<td>ES 5650</td>
<td>Theoretical and Practical Aspects of Strength/Power Conditioning</td>
<td>3</td>
</tr>
<tr>
<td>ES 5900</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>BIO 5506</td>
<td>Advanced Animal Physiology</td>
<td>4</td>
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<tr>
<td>ES 5500</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>ES 5555</td>
<td>Nutritional Aspects of Exercise and Sports</td>
<td>3</td>
</tr>
</tbody>
</table>
EXERCISE SCIENCE (E S)

E S 5000. Introduction to Research Principles and Design/(3).F.
The application of research principles to the management/administra-
tion of sport and exercise, the physiological responses associ-
ated 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.)

E S 5500. Independent Study/(1-4).F:S.

E S 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.

E S 5550. Seminar/(1):F:S.
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 opportuni-
ties, 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 4560.)

A study of nutrition specific to physical activity and sport perform-
ance. 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, 2010, 3450. Corequisite: CHE
2201. (Same as FCS 5555.) (Dual-listed with ES 4555.)

E S 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.)

E S 5591. Biomechanical and Physiological Laboratory Assess-
ment/(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 sam-
pling/recording techniques will be presented.

E S 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 meth-
ods and computer applications. (Same as PE 5592.)

E S 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 per-
formance requirements will be discussed. Typical training programs
for each sport will also be presented. Prerequisites: ES 2010 and
3450 or equivalent. Three hours lecture. (Dual-listed with ES 4600.)

E S 5621. Exercise Physiology I: Cardiopulmonary and Metabo-
lic Aspects/(3).F.
A study of bioenergetics and an in-depth analysis of the respiratory
and cardiovasual responses to acute exercise as well as an exami-
nation of the adaptations observed in these systems as a result of
physical training, rehabilitation, or disease. Prerequisite: ES 2010 or
equivalent.

E S 5622. Exercise Physiology II: Neuromuscular and Endocrino-
logical Aspects/(3).S.
A study of the effects of exercise and training on the neuromuscu-
lar and endocrine systems. Examination of potential ergogenic aids
on these systems. Prerequisites: ES 2010 and ES 5621.

E S 5635. ECG/Exercise Test Interpretations/(3).S.
This class 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 infarc-
Health, Leisure and Exercise Science

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tion. 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. Prerequisite: ES 3450 or equivalent.

E S 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 and ES 3450 or equivalent.

E S 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.

E S 5660. Exercise Prescription and Chronic Disease Management/(3).F.
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 disease (asthma, Emphasia) and musculoskeletal disorders. An overview of environmental and legal considerations in the prescriptive process will also be discussed. Prerequisites: ES 2010 and ES 3450 or equivalent. (Dual-listed with ES 4000.)

E S 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.

E S 5900. Internship/(3-12).F;S.
Graded on an S/U basis.

E S 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. It is graded on an S/U basis and does not count toward a degree.

E S 5999. Thesis/(2-6).F;S.
Graded on an S/U basis.

PHYSICAL EDUCATION (P E)

P E 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 appropriate application of research design and the utilization of scientific writing skills culminating in the development of a research prospectus. (Same as ES 5000.)

P E 5400. Sport Law/(3).S.
The course will review the ever-changing law of the United States as it applies to sport, physical education, and leisure. An overview of legal aspects towards negligence to provide understanding of the scope and pervasiveness of law in sport, physical education, and leisure will be presented. Specific information will be addressed toward determining duty owed, who is liable, defenses, spectators, participant forms, supervision required, controls of activities, and transportation.

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

P E 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.

P E 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 ES 5560.)

P E 5571. Seminar in Contemporary Issues/(3).S.
A course to allow students to study the broad scope of contemporary issues impacting the health and physical education programs.

P E 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 E S 5592.)

P E 5600. Organization, Administration and Supervision of Physical Education and Athletics/(3).F.
Analysis of problems, theory and practices of physical education and athletic programs in schools and colleges. Includes the study of administrative process, liability, public relations, office management, legalities, personnel management, travel, schedules, budgets and equipment.

This course is designed to explore the psychomotor implications and characteristics of several disability areas including mental retardation, emotional disturbance, learning disabilities, orthopedic handicaps and other related disorders.
P E 5641. Psychomotor Assessment and Interpretation/(3).S.On Demand.
This course is designed to develop in students those competencies necessary to determine the current level of psychomotor functioning in the handicapped. Formal and informal assessments will focus on the areas of motor development, physical fitness, perceptual-motor development, fundamental movement patterns, and leisure needs. Students will demonstrate proficiency by testing children and adults, and analyzing and prescribing programs.

An interdisciplinary approach concerned with theory, curriculum, practice and current developments in elementary school physical education. Movement exploration, lead up and skill development concepts, problems and teaching trends are included.

P E 5660. Psychology of Motor Learning/(2).S.
Theory and problems concerned with learning concepts, practice, motivation, methodology, transfer and distribution as applied to motor performance.

P E 5670. Social and Psychological Dimensions of Sport/(3).F.
Current psychological and sociological theory and findings relative to movement including group interaction, perception, maturation, culture, feminism, racial backgrounds, and economic status.

P E 5673. Teaching Strategies in Physical Education/(3).F;S.
This course is designed to examine in-depth the teaching-learning processes in physical education and to examine the growth of research on teachers and teaching in physical education.

P E 5680. Planning and Developing Sports Facilities/(3).S.
Covers the planning, designing, budgeting, and maintenance of sports facilities. The course consists of information pertaining to both outdoor and indoor facilities as well as new and innovative facility planning and design techniques.

P E 5900. Internship/(3-12).F;S.
Graded on an S/U basis.

P E 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. It is graded on a S/U basis and does not count toward a degree.

P E 5999. Thesis/(2-6).F;S.
Graded on an S/U basis.

RECREATION MANAGEMENT (R M)

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

R M 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.)
History
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Department of History

Michael Krenn, Chairperson and Professor
Ph.D., Rutgers University
U.S. Diplomatic

Hugh L. Bond, Professor
Ph.D., Duke University
Medieval History

Jeffrey L. Bortz, Professor
Ph.D., University of California at Los Angeles
Mexican History

Rennie W. Brantz, Professor
Ph.D., The Ohio State University
Modern German History

Karl E. Campbell, Assistant Professor
Ph.D., University of North Carolina at Chapel Hill
North Carolina History

Lynne Marie Getz, Associate Professor
Ph.D., University of Washington
Intellectual History

James R. Goff, Jr., Associate Professor
Ph.D., University of Arkansas
New South

René Horst, Assistant Professor
Ph.D., Indiana University
Latin America, Southern Cone, Indigenous Peoples

Anatoly V. Isaenko, Assistant Professor
Ph.D., Moscow State University
World History, Ethnicity

W. Scott Jessee, Associate Professor
Ph.D., University of Minnesota
Medieval History

Dorothea A.L. Martin, Professor
Ph.D., University of Hawaii
Chinese History

Michael J. Moore, Professor
Ph.D., University of Washington
Modern British History

Myra L. Pennell, Associate Professor
Ed.D., University of North Carolina at Greensboro
Social Studies Education

Peter W. Petschauer, Professor
Ph.D., New York University
Eighteenth Century European History

Sheila Rae Phipps, Assistant Professor
Ph.D., University of Delaware
Women’s History

Timothy H. Silver, Professor
Ph.D., College of William and Mary
Environmental History

Neva Jean Specht, Assistant Professor
Ph.D., University of Delaware
Early American Republic

Mary A. Valante, Assistant Professor
Ph.D., Pennsylvania State University
Medieval Ireland

Charles Watkins, Associate Professor
Ph.D., University of Delaware
American Cultural and Museum Studies

John Alexander Williams, Professor
Ph.D., Yale University
Appalachian History

James A. Winders, Graduate Program Director and Professor
Ph.D., Duke University
European Intellectual History, Modern France

The graduate program in history is designed to provide students with a broad range of academic and professional opportunities. The Department of History offers the following advanced degrees:

1. Master of Arts in History (Major Code: 255A)
2. Master of Arts in History, Education (Major Code: 248*) with two concentrations:
   - Community, Junior or Technical College Teaching (Code: 248J)
   - Secondary School Teaching (Code: 248S)
3. Master of Arts in Public History (Major Code: 283A)

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.

Graduate programs in history are supervised by the department chairperson and the department graduate committee.

MASTER OF ARTS IN HISTORY

Major Code: 255A

Prerequisite:
Baccalaureate degree from an accredited college or university
Basic Criteria for Consideration
Cumulative undergraduate GPA: 3.0 or higher
GRE Verbal score: 600 or higher
GRE Writing score: 4.5 or higher

Other Criteria for All Applicants
3 recommendations
Cover letter stating reasons why applicant wishes to enter the program in History
Sample of written work, such as a research paper

Deadline
15 March for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 30 semester hours

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>HIS 5000</td>
<td>Bibliography and Research</td>
<td>3</td>
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<td>A minimum of 9 hours must be chosen from the following 3 courses:</td>
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<tr>
<td>HIS 5106</td>
<td>Studies in European History</td>
<td>2-9</td>
</tr>
<tr>
<td>AND/OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 5206</td>
<td>Studies in American History</td>
<td>2-9</td>
</tr>
<tr>
<td>AND/OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 5208</td>
<td>Seminar in Appalachian History</td>
<td>3</td>
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<tr>
<td>HIS 5999</td>
<td>Thesis</td>
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<td>History Electives</td>
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SUBTOTAL HOURS .................................................................................................................. 17-24

Remaining hours...................................................................................................................... 6-13

(Will be chosen with the advice and approval of the graduate advisor)

TOTAL HOURS ........................................................................................................................... 30

Thesis: Required

Language 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: An oral comprehensive examination is required during the final semester of course work.

Product of Learning: None required

MASTER OF ARTS IN HISTORY, EDUCATION
Major Code: 248*
Concentration: Community, Junior and Technical College Teaching (Code: 248J)

Prerequisite:
Baccalaureate degree from an accredited college or university
North Carolina “A” license or the equivalent from another state.

Basic Criteria for Consideration
Cumulative undergraduate GPA: 3.0 or higher
GRE Verbal score: 600 or higher
GRE Writing score: 4.5 or higher

Other Criteria for All Applicants
3 recommendations
Cover letter stating reasons why applicant wishes to enter the program in History Education
Sample of written work, such as a research paper

Deadline
15 March for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 30 semester hours with thesis; 36 semester hours without thesis

Required Courses:

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<tr>
<th>Course</th>
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<th>Hours</th>
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<tr>
<td>HIS 5000</td>
<td>Bibliography and Research</td>
<td>3</td>
</tr>
<tr>
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<td>A minimum of 9 hours must be chosen from the following 3 courses:</td>
<td></td>
</tr>
<tr>
<td>HIS 5106</td>
<td>Studies in European History</td>
<td>2-9</td>
</tr>
<tr>
<td>AND/OR</td>
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</tbody>
</table>

(Continues on next page)
HIS 5206 Studies in American History ................................................................. 2-9
AND/OR
HIS 5208 Seminar in Appalachian History .......................................................... 3
HIS 5204 Interpreting American History ............................................................. 3
OR
HIS 5450 History and Social Studies Education .................................................. 3
HIS 5500 Independent Study .................................................................................. 1-3
OR
HIS 5999 Thesis ...................................................................................................... 4

SUBTOTAL HOURS .................................................................................................. 19 or 16-18

Electives:
Thesis option .............................................................................................................. 5
OR
Non-thesis option ....................................................................................................... 12-14

SUBTOTAL HOURS .................................................................................................. 5 or 12-14

Professional Education Requirements:
LHE 5420 Community, Junior, and Technical Colleges ........................................ 3
LHE 5440 Instruction in Postsecondary Institutions ................................................ 3
OR
LHE 5451 Teaching Practicum in Higher Education .............................................. 3

SUBTOTAL HOURS .................................................................................................. 6

TOTAL HOURS ........................................................................................................ 30 or 36

Thesis: Optional

Language Proficiency: None required

Comprehensive: An oral comprehensive examination is required during the final semester of course work.

Product of Learning: None required

MASTER OF ARTS IN HISTORY, EDUCATION+
Major Code: 248*
Concentration: Secondary School Teaching (Code: 248S)

Prerequisite: A baccalaureate degree from an accredited college or university; a North Carolina “A” license or its equivalent from another state.

Hours: 37 semester hours with thesis; 36 semester hours without thesis

+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.

Required Courses:
HIS 5000 Bibliography and Research ................................................................. 3
HIS 5206 Studies in American History ................................................................. 3**
HIS 5450 History and Social Studies Education .................................................. 3

A minimum of 9 semester hours must be chosen from the following courses:
HIS 5106 Studies in European History ................................................................. 3*
HIS 5204 Interpreting American History ............................................................. 3
HIS 5206 Studies in American History ................................................................. 3**
HIS 5306 Studies in Latin American History .................................................... 3*
HIS 5406 Studies in Asian History ..................................................................... 3*

SUBTOTAL HOURS .................................................................................................. 18

*Courses may be taken up to three times for a total of nine hours with different areas of concentration.

**HIS 5206 may be taken up to three times for a total of nine hours with different areas of concentration.
Electives:

Thesis option:
- HIS 5999 Thesis ................................................................. 4
- Three history electives .......................................................... 9

OR

Non-thesis option:
- Four history electives .......................................................... 12

SUBTOTAL HOURS ........................................................................................................ 12 or 13

Professional Education Requirements:
- CI/SPE 5045 Advanced Topics in Diversity ........................................... 3
- CI/LHE 5585 Teacher Leadership and School Improvement ..................... 3

SUBTOTAL HOURS ................................................................................................. 6

TOTAL HOURS ............................................................................................................. 36 or 37

Thesis: Optional

Language Proficiency: None required

Comprehensive: A written and oral 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

Prerequisite:
Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration
Cumulative undergraduate GPA: 3.0 or higher
GRE Verbal score: 600 or higher
GRE Writing score: 4.5 or higher

Other Criteria for All Applicants
3 recommendations
Cover letter stating reasons why applicant wishes to enter the program in Public History.
Sample of written work, such as a research paper

Deadline
15 March for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours, including an internship or a master’s thesis

Required Courses:
- HIS 5000 Bibliography and Research ......................................................... 3
- A minimum of 9 hours must be chosen from the following 3 courses:
  - HIS 5106 Studies in European History ..................................................... 2-9
  - AND/OR
  - HIS 5204 Interpreting American History .................................................. 3
  - AND/OR
  - HIS 5206 Studies in American History .................................................... 2-9
- A minimum of 6 hours must be chosen from the following 2 courses:
  - HIS 5002 Seminar in Public History ......................................................... 3-6
  - AND/OR
  - HIS 5004 Seminar in Policy History ......................................................... 3-6
  - HIS 5900 Internship: Experiential Learning in Public History .................. 3-12
  - OR
  - HIS 5999 Thesis ......................................................................................... 4

SUBTOTAL HOURS ........................................................................................................ 22 or 21-30

Electives (in history or a related discipline):
- Thesis option ......................................................................................... 14
- OR
- Non-thesis option .................................................................................. 6-15

SUBTOTAL HOURS ........................................................................................................ 14 or 6-15

TOTAL HOURS ............................................................................................................. 36
Graduate Minor in History (Code: 248)
A graduate (M.A.) minor in history consists of 8-12 semester hours selected from history offerings numbered 5000 and above.

NOTES:
The Department of History also participates in a program leading to the Master of Arts degree in Social Science, Education (Major Code: 282*) with two concentrations: (1) Community College/History (Code: 282O) and (2) Secondary School (Advanced License)/History (Code: 282U). For detailed requirements, see the Social Science description.

(For a description of the course abbreviations used in the following list of courses, see page 46.)

HISTORY (HIS)

HIS 5000. Bibliography and Research/(3).F.
Instruction in the types of source material available to the advanced researcher in history, methods used in locating and evaluating the sources, and techniques for communicating the results of research. Required in the first semester of all beginning graduate students.

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.

This course is designed to provide an historical overview of the development of private and public policy. The course will apply the historical perspective to a selected aspect of policy formulation and its development over time.

HIS 5104. Philosophy of History/(2).S.
Seminar on the major philosophical issues that challenge the historian, including the questions of meaning and value in history; the ideas of progress and causation; and the logic of historical inquiry and proof.

HIS 5106. Studies in European History/(2-9).F;S.
Variable content. Barring duplication, a student concentrating in European history may repeat the course and earn a total of nine semester hours. Topics will be indicated on individual study forms or semester schedules.

HIS 5204. Interpreting American History/(3).SS.
A course designed to provide students with a broad overview of United States history through a study of conflicting interpretations of the great issues.

HIS 5206. Studies in American History/(2-9).F;S.
Variable content. Barring duplication, a student concentrating in American history may repeat the course and earn a total of nine semester hours. Topics will be indicated on individual study forms or semester schedules.

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.

Investigation of selected topics in the history of Latin America. Emphasis on individual research using a combination of secondary and primary sources. Special focus on Mexico and the Southern Cone of South America, U.S.-Latin American relations, and on issues relating to development and underdevelopment in the region. Barring duplication, a student may repeat the course.

HIS 5406. Studies in Asian History/(3).F.
Investigation of selected topics in the history of Asia—primarily China—in the twentieth century through reading, analysis, reflection, and seminar discussions.

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 5500. Independent Study/(1-3).F;S.
HIS 5530-5549. Selected Topics/(1-4).On Demand.

HIS 5550. Tsarist Russia/(3).F.
This course is a survey that stretches from the Kievan Rus to the Revolution of 1917; the emphasis is on the period since the establishment of Muscovy. Major topics under consideration are leadership and succession, outside influences, efforts at reform, (especially in the 18th and 19th centuries), agriculture, religion, and the arts. Within these topics, the role of key figures such as Ivan the Terrible, Peter I, Catherine II, Alexander I, and Alexander II are highlighted. (Dual-listed with HIS 4550.)

HIS 5552. The Soviet Union and Russia/(3).S.
This broad survey begins with the antecedents to the 1917 Revolution, takes up the principal phases of Soviet History, including the Civil War, the beginning of Stalin’s dictatorship, World War II, the post-war realignment, the Kruschev era, Brezhnev, and Gorbachev’s perestroika. It concludes with the collapse of the Soviet Union and the establishment of independent republics, principally Russia. The discussion highlights issues of leadership, terror, centrifugal forces,
planning, agriculture, warfare, minorities, democratization, literature, and the arts. (Dual-listed with HIS 4552.)

**HIS 5564. History of Canada/(3).S.**
A survey of Canadian history since 1760 which stresses understanding of a unique Canadian identity by emphasizing Canada’s evolution into an independent state, its bi-cultural and bi-lingual nature, its federal-provincial structure, its relationship to the United States and the British Empire Commonwealth, its role in the modern era of superpowers, and selected aspects of its cultural and economic development. May be counted as American history. Even-numbered years. (Dual-listed with HIS 4564.)

**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 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 5660. Topics in Public and Applied History/(3).F;S. 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: twelve semester hours of graduate work. (Same as CJ/GHY/PS/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. It is graded on an S/U basis and does not count toward a degree.

**HIS 5999. Thesis/(4).F;S.**
Graded on an S/U basis only.
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 degree programs:

1. Master of Arts in College Student Development (Major Code: 496*), with two concentrations:
   (a) College Counseling (Code: 496B)
   (b) Student Affairs Practice (Code: 496C)

2. Master of Arts in Community Counseling (Major Code: 405*), with four concentrations:
   (a) Addictions Counseling (Code: 405B)
   (b) Community Counseling, General (Code: 405G)
   (c) Expressive Arts Therapy (Code: 405F)
   (d) Marriage and Family Counseling (Code: 405E)

3. Master of Arts in Marriage and Family Therapy (Major Code: 468A)

4. Master of Arts in School Counseling (Major Code: 417*), with two concentrations:
   (a) Elementary/Middle School Licensure (Code: 417B)
   (b) Secondary School Licensure (Code: 417C)
Programs leading to a Master of Arts degree are described as follows:

1. 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. Program concentrations are student affairs practice and college counseling.

2. The Community Counseling program is designed to prepare counselors and other “helping” professionals to work in a wide variety of human service agencies (including mental health centers, social service agencies, business and industry employee assistance programs, etc.). Program concentrations include Addictions Counseling, Marriage and Family Counseling, General and Expressive Arts Therapy.

3. 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.

4. The School Counseling program (K-12) is designed to meet North Carolina licensure requirements and to prepare counselors for elementary, middle, and secondary schools.

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 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.

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.

Students must also complete a departmental questionnaire as part of the application process.

Accreditation:
The master’s degree programs in Community Counseling, School Counseling, and College Student Development (College Counseling concentration) are 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). The 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. 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 each program are listed below. In addition to the curriculum listed under each program, these nine items apply to the Community Counseling, Marriage and Family Therapy, School Counseling, and College Student Development programs.

1. Students who have not had a previous course in statistics must take FDN 5000 before enrolling in HPC 5140.

2. A first master’s degree in Community Counseling (non-thesis option) requires completion of a minimum of 60 semester hours of approved courses.

3. A thesis option requires completion of 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 45 semester hours of approved course work plus thesis hours (4 s.h.) = 49 total hours.

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

5. 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 4790 and/or HPC 6720.

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

7. 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.

8. Permission forms to take practica and internships are available in the HPC office and must be completed prior to registration.
9. Applicants for programs in Marriage and Family Therapy, School Counseling and College Student Development 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 Department of Human Development and Psychological Counseling offers graduate certificates in Addiction Counseling (423A) and Expressive Arts Therapy (425A). For more information, contact the Cratis D. Williams Graduate School at 828-262-2130 or visit our website at www.graduate.appstate.edu.

**MASTER OF ARTS IN COLLEGE STUDENT DEVELOPMENT**

Major Code: 496*

**Concentrations:**
- College Counseling (Code: 496B)
- Student Affairs Practice (Code: 496C)

Students majoring in College Student Development leading to a Master of Arts degree will take the courses listed below. This 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. Program concentrations are student affairs practice and college counseling. In addition to the core and 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 his/her advisor prior to registering. All electives must be approved by each student’s program committee.

**Prerequisite:**
Baccalaureate degree from an accredited college or university.

**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.

**Other Criteria for All Applicants**
Applicant must complete a questionnaire developed by the Department of Human Development and Psychological Counseling
3 recommendations
Interview

**Deadline**
Rolling admission begins around 10 January for Summer or Fall admission, and continues until admission quota has been reached.

**Hours:** 42 semester hours with thesis; 48 semester hours without thesis

**Required Courses:**
- **FDN 5000** Research Methods .......................................................... 3
- **HPC 5210** Life and Career Planning ................................................. 3
- **HPC 5380** College Students and Their Environments ..................... 3
- **HPC 5410** Introduction to Student Affairs ....................................... 3
- **HPC 5750** Legal and Ethical Issues in Counseling and Student Development .......... 3
- **HPC 5820** Student Development Theories ..................................... 3

**SUBTOTAL HOURS** .................................................................................. 18

**Concentration and Internship** ................................................................. 15-18
Prerequisites for the internship are the designated courses listed under each concentration and approval of the department chairperson.

**Guided Electives** .................................................................................... 12-15
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 students’ interests and career goals and approved by their advisor.

**Thesis:** Optional. A thesis option requires a minimum of 38 semester hours of approved course work plus thesis hours (4 s.h.) = 42 total hours.

**TOTAL HOURS** .................................................................................. 42 or 48

**Language 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
CONCENTRATIONS:
Each student is to select a concentration (College Counseling or Student Affairs Practice) and take the listed courses. 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. Practicum/Internship request forms are available in the HPC office and must be completed and approved prior to registration.

(A) College Counseling (Code: 496B)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPC 5140</td>
<td>Psychological and Educational Testing</td>
<td>3</td>
</tr>
<tr>
<td>HPC 5220</td>
<td>Counseling Theory and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>HPC 5900</td>
<td>Practicum in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HPC 6720</td>
<td>Group Counseling/Therapy</td>
<td>3</td>
</tr>
<tr>
<td>HPC 6900</td>
<td>Internship in College Student Development</td>
<td>6</td>
</tr>
</tbody>
</table>

Guided Electives: 12

(Prerequisites: HPC 5410 and HPC 5900 Practicum in Counseling)

(B) Student Affairs Practice (Code: 496C)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPC 5190</td>
<td>Helping Skills in Student Affairs Practice</td>
<td>3</td>
</tr>
<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>
</tbody>
</table>

Guided Electives: 15

(Prerequisites: HPC 5410 and HPC 5900 Practicum in College Student Development)

NOTES:

National Accreditation: The program in College Student Development (College Counseling concentration) 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). 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 (CAS) for Graduate Preparation Programs in College Student Affairs.

MASTER OF ARTS IN COMMUNITY COUNSELING

Major Code: 405*

Concentrations:
- Addictions Counseling (Code: 405B)
- Community Counseling, General (Code: 405G)
- Expressive Arts Therapy (Code: 405F)
- Marriage and Family Counseling (Code: 405E)

The Community Counseling program 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 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 chose to design, along with their advisor, their own emphasis.

Prerequisite:
Baccalaureate degree from an accredited college or university.

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.

Other Criteria for All Applicants
Applicant must complete a questionnaire developed by the Department of Human Development and Psychological Counseling 3 recommendations
Deadline
Rolling admission begins around 10 January for Summer or Fall admission, and continues until admission quota has been reached.

Hours: 54 semester hours with thesis; 60 semester hours without thesis

Required Courses:
- FDN 5000 Research Methods ................................................................. 3
- HPC 5110 Multicultural Counseling ...................................................... 3
- HPC 5120 Introduction to Community Counseling .............................. 3
- HPC 5140 Psychological and Educational Testing ............................... 3
  (Prerequisite: FDN 5000 or previous course in statistics or permission of instructor)
- HPC 5210 Life and Career Planning .................................................... 3
- HPC 5220 Counseling Theory and Techniques ..................................... 3
- HPC 5750 Legal and Ethical Issues in Counseling and Student Development ........ 3
- HPC 5900 Practicum in Counseling .................................................... 3
  (Prerequisites: HPC 5120, 5220, and approval of department chairperson)
- HPC 6450 Seminar in Community Counseling ...................................... 3
  (Prerequisite: HPC 5120)
- HPC 6720 Group Counseling/Therapy ............................................... 3
  (Prerequisite: HPC 5790 or equivalent)
- HPC 6900 Internship in Community Counseling ................................. 6
  (Prerequisites: HPC 5120, 5220, 5900 and approval of department chairperson)
- PSY 5552 Advanced Abnormal Psychology ........................................ 3

SUBTOTAL HOURS .......................................................................................... 39

Concentration (Dependent on Selected Concentration) ........................................................................................... 0-9

Guided Electives (Dependent on Selected Concentration) .................................................................................... 12-21

SUBTOTAL HOURS .......................................................................................... 21

Thesis: Optional. A thesis option requires a minimum of 50 semester hours of approved course work plus thesis hours (4 s.h.) = 54 total hours.

TOTAL HOURS ........................................................................................................ 54 or 60

Language 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

CONCENTRATIONS:
Students may select from one of the following concentrations. The required internship listed above will be designed to meet objectives within each concentration.

(1) Addictions Counseling** (9 semester hours) (Code: 405B)

Required Concentration Courses:
- HPC 5560 The Addictive Process .......................................................... 3
- HPC 5570 Counseling the Addicted Person .......................................... 3
  (Prerequisite: HPC 5560)

One of the following:
- HPC 5274 Substance Abuse in Family Systems .................................. 3
- HPC 5710 Helping the Troubled Employee .......................................... 3
- HPC 6570 The Appalachian Addictions Institute ................................. 3
- HPC 6770 Current Issues and Special Populations in Addictions Counseling ........ 3

**Note: The North Carolina Substance Abuse Professional Certification Board exempts graduates with an addictions counseling concentration (4 addictions courses plus internship) from 18 months of the 36 months experience requirement.

(2) Community Counseling, General (Code: 405G)

Guided Electives .......................................................................................... 21

An individualized emphasis may be designed around a student’s specific interest but must include HPC 6900 Internship in Community Counseling and be approved by his/her advisor.
(3) **Expressive Arts Therapy (9 semester hours)** (Code: 405F)

**Required Concentration Course:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPC 6360</td>
<td>Therapy and the Expressive Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

Six semester hours of course work selected with the advice and approval of the graduate advisor.............. 6

(4) **Marriage and Family Counseling** (9 semester hours) (Code: 405E)

**Required Concentration Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPC 5270</td>
<td>Theories of Marriage and Family Counseling I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Two of the following:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPC 5271</td>
<td>Theories of Marriage and Family Counseling II</td>
<td>3</td>
</tr>
<tr>
<td>HPC 5272</td>
<td>Family Development and Therapy</td>
<td>3</td>
</tr>
<tr>
<td>HPC 5273</td>
<td>Mediation and Divorce Therapy</td>
<td>3</td>
</tr>
<tr>
<td>HPC 5274</td>
<td>Substance Abuse in Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>HPC 5275</td>
<td>Systemic Family Therapy Institute</td>
<td>3</td>
</tr>
<tr>
<td>HPC 6270</td>
<td>Marriage and Family Counseling: Clinical Issues</td>
<td>3</td>
</tr>
<tr>
<td>HPC 6271</td>
<td>Theories of Marriage and Family Counseling III</td>
<td>3</td>
</tr>
<tr>
<td>HPC 6710</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>HPC 6730</td>
<td>Sexual Abuse Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note: 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 elsewhere in this section.

**Elective Courses:**

Students may take other graduate courses as electives 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 and is approved by his/her advisor. The following suggested electives are seen as being particularly relevant for a “typical” student.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>HPC 5130</td>
<td>Women’s Issues in Counseling</td>
<td>3</td>
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<tr>
<td>HPC 5680</td>
<td>Counseling the Aging</td>
<td>3</td>
</tr>
<tr>
<td>HPC 5850</td>
<td>Theory and Practice of Reality Therapy</td>
<td>3</td>
</tr>
<tr>
<td>HPC 5860</td>
<td>Dreamwork: Clinical Methods</td>
<td>3</td>
</tr>
<tr>
<td>HPC 6160</td>
<td>Gestalt Therapy</td>
<td>3</td>
</tr>
<tr>
<td>HPC 6350</td>
<td>Body/Mind</td>
<td>3</td>
</tr>
<tr>
<td>HPC 6360</td>
<td>Therapy and the Expressive Arts</td>
<td>3</td>
</tr>
<tr>
<td>HPC 6370</td>
<td>Intermodal Expressive Arts</td>
<td>3</td>
</tr>
<tr>
<td>HPC 6730</td>
<td>Sexual Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5565</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**NOTES AND REMINDERS FOR ALL CONCENTRATIONS IN THE MASTER OF ARTS IN COMMUNITY COUNSELING:**

1. It is the student’s responsibility to develop a written plan of study with his/her advisor after completing 9 hours. In planning this program, students should take the required courses (excluding Internship) prior to taking the comprehensive exam.

2. **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.

3. Students should preregister to insure their places in the courses they select.

4. **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.

**MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY**

**Major Code:** 468A

Students majoring in the Marriage and Family Therapy program leading to a Master of Arts degree will take courses listed below. This program is designed to meet the need for advanced preparation of counselors who work with families in a wide variety of work settings.

**Prerequisite:**

Baccalaureate degree from an accredited college or university.
Human Development and Psychological Counseling

150

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.

Other Criteria for All Applicants
Applicant must complete a questionnaire developed by the Department of Human Development and Psychological Counseling
3 recommendations
Interview

Deadline
Rolling admission begins around 10 January for Summer or Fall admission, and continues until admission quota has been reached.

Note: Limited enrollment is available. Decision date: February 1 and continuing until all spaces have been filled.

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.

Hours: 49 semester hours with thesis; 48 semester hours without thesis

Required Courses:
1. Theoretical Foundations of Marital and Family Therapy:
   HPC 5270 Theories of Marriage and Family Counseling I ..................................................... 3
   SUBTOTAL HOURS ............................................................................................................................ 3

2. Assessment and Treatment in Marital and Family Therapy:
   HPC 5271 Theories of Marriage and Family Counseling II .................................................... 3
   HPC 6270 Marriage and Family Counseling: Clinical Issues .................................................. 3
   HPC 6271 Theories of Marriage and Family Counseling III .................................................. 3
   HPC 6280 Assessment and Diagnosis in Marriage and Family Therapy .............................. 3
   One of these 4 courses:
   HPC 5273 Mediation & Divorce Therapy .................................................................................. 3
   HPC 5274 Substance Abuse in Family Systems ......................................................................... 3
   HPC 5275 Systemic Family Therapy Institute ........................................................................... 3
   HPC 6162 Systemic Gestalt Therapy .......................................................................................... 3
   SUBTOTAL HOURS .......................................................................................................................... 15

3. Human Development and Family Studies:
   HPC 5272 Family Development and Therapy ................................................................. 3
   HPC 6710 Human Sexuality ................................................................................................. 3
   One of these 8 courses:
   FCS 5100 Application and Theories of Child Development ................................................. 3
   HPC 5110 Multicultural Counseling ..................................................................................... 3
   HPC 5130 Women’s Issues in Counseling ............................................................................. 3
   HPC 5680 Counseling the Aging ........................................................................................... 3
   HPC 6290 Child and Adolescent Therapy .............................................................................. 3
   SOC 5400 Sociology of Adult Development and Aging ....................................................... 3
   SOC 5560 Race and Minority Relations .................................................................................. 3
   SOC 5800 Sociology of the Family ......................................................................................... 3
   SUBTOTAL HOURS ............................................................................................................................ 9

4. Ethics and Professional Studies:
   HPC 5750 Legal and Ethical Issues in Counseling and Student Development ............... 3
   SUBTOTAL HOURS ............................................................................................................................ 3

5. Research:
   FDN 5000 Research Methods .................................................................................................. 3
   SUBTOTAL HOURS ............................................................................................................................ 3

6. Supervised Clinical Practice:
   *HPC 6900 Internship in Marriage and Family Therapy (3+3+6) ........................................ 12
   SUBTOTAL HOURS .......................................................................................................................... 12
7. **Electives** (1 course from the following or others approved by the student’s advisor):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>HPC 5210</td>
<td>Life and Career Planning</td>
<td>3</td>
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<tr>
<td>HPC 5220</td>
<td>Counseling Theory and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>HPC 5850</td>
<td>Theory &amp; Practice of Reality Therapy</td>
<td>3</td>
</tr>
<tr>
<td>HPC 6160</td>
<td>Gestalt Therapy</td>
<td>3</td>
</tr>
<tr>
<td>HPC 6570</td>
<td>The Appalachian Addictions Institute</td>
<td>3</td>
</tr>
<tr>
<td>HPC 6720</td>
<td>Group Counseling/Therapy</td>
<td>3</td>
</tr>
<tr>
<td>HPC 6730</td>
<td>Sexual Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5552</td>
<td>Advanced Abnormal Psychology</td>
<td>3</td>
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</table>

**SUBTOTAL HOURS** ........................................................................................................................................ 3

**Thesis**: Optional. A thesis option requires a minimum of 45 semester hours of approved course work plus thesis hours (4 s.h.) = 49 total hours.

**TOTAL HOURS** ........................................................................................................................................ 49 or 48

*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.

**Language 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

**National Accreditation**: The Marriage and Family Therapy Program at Appalachian State University 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 IN SCHOOL COUNSELING+**

**Major Code**: 417*

**Concentrations**: Elementary/Middle School Licensure (Code: 417B)

Secondary School Licensure (Code: 417C)

Students majoring in the School Counseling program leading to a Master of Arts degree and North Carolina licensure as a school counselor will take the courses listed below. Although North Carolina licensure is for K-12, each student should choose and follow either the Elementary/Middle School Licensure concentration or the Secondary School Licensure concentration in choosing electives. Other elective courses will be chosen in cooperation with the departmental advisor. Each student must see his/her advisor prior to registering.

**Prerequisite:**

Baccalaureate degree from an accredited college or university.

**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.

**Other Criteria for All Applicants**

Applicant must complete a questionnaire developed by the Department of Human Development and Psychological Counseling

3 recommendations

Interview

**Deadline**

Rolling admission begins around 10 January for Summer or Fall admission, and continues until admission quota has been reached.

**Hours**: 42 semester hours with thesis; 48 semester hours without thesis

+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.

**Required Courses**:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDN 5000</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>HPC 5140</td>
<td>Psychological and Educational Testing</td>
<td>3</td>
</tr>
</tbody>
</table>

(Prerequisite: FDN 5000 or previous course in statistics, or permission of the instructor)
Human Development and Psychological Counseling

HPC 5210 Life and Career Planning ................................................................. 3
HPC 5220 Counseling Theory and Techniques .................................................. 3
HPC 5310 Introduction to Professional School Counseling ............................. 3
HPC 5750 Legal and Ethical Issues in Counseling and Student Development .... 3
HPC 5790 Group Methods and Processes ........................................................ 3
HPC 5900 Practicum in Counseling ................................................................. 3
(Prerequisites: HPC 5220, specific program requirements, and prior approval of departmental chair)

HPC 6450 Seminar in School Counseling ........................................................ 3
HPC 6620 School-Based Consultation .............................................................. 3
HPC 6900 Internship in School Counseling ..................................................... 6
(Prerequisites: HPC 5140, 5210, 5220, 5310, 5750, 5790, 5900 [Practicum in Counseling], 6620, and approval of departmental chair)

SUBTOTAL HOURS .................................................................................................. 36

Concentration/Guided Electives: ........................................................................... 12
(must be approved by the advisor in advance)

Thesis: Optional. A thesis option requires a minimum of 38 semester hours of approved course work plus thesis hours (4 s.h.) = 42 total hours.

TOTAL HOURS ........................................................................................................ 42 or 48

Language 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. Completion of the above program leads to eligibility for licensure in North Carolina on the condition that minimum test requirements are met.
2. Endorsement for school counseling licensure from Appalachian requires that applicants complete a master’s degree program in school counseling. Applicants with a master’s degree in fields other than 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.
3. 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.
4. 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).
5. In both required courses and guided 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.
6. Students must achieve an acceptable score as required by the North Carolina Department of Public Instruction on the School Counseling Specialty Area Test of the Praxis II (NTE) to receive endorsement for licensure.

(For a description of the course abbreviations used in the following list of courses, see page 46.)

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 only. (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.
HPC 5130. Women’s Issues in Counseling/(3).S.(Odd-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. Prerequisite: FDN 5000 or previous course in statistics or permission of the instructor.

HPC 5190. Helping Skills in Student Affairs Practice/(3).F.
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;SSS.
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:SS.
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 Counseling I/(3).F.
A study of the basic theoretical approaches to marriage and family counseling including psychodynamic systems, behavioral, and eclectic approaches.

HPC 5271. Theories of Marriage and Family Counseling II/(3).S.
A study of a selected number of theories concerning marriage and family counseling. Class will involve role play, group discussion, and demonstration of family therapy. Prerequisite: HPC 5270.

HPC 5272. Family Development and Therapy/(3).S. (Even-numbered years).
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.(Odd-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.
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. This course will be 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 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.
Human Development and Psychological Counseling 154

HPC 5680. Counseling the Aging/(3).F.(Odd-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 he/she will be teaching. (Same as HED 5710.) (Dual-listed with HPC 4710.)

HPC 5710. Helping the Troubled Employee/(3).S.(Odd-numbered years). 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 5750. Legal and Ethical Issues in Counseling and Student Development/(3).F.S. A study of current legal and ethical issues confronting the counselor, teacher, administrator, and other student development specialists. Topics include tort liability, confidentiality, privacy, libel and slander, due process, and other important concepts and actions resulting in legal and ethical questions.

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. Student Development Theories/(3).S. To develop an understanding of human development, this course presents theories of learning, psychosocial, moral, and cognitive development, and related theories concerning the growth and development of college students.

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).S.(Even-numbered years). 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. (Even-numbered years). 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 5900. Practicum/(1-9).F.S. Practica are available in the areas given below according to the chosen curriculum and are graded on an S/U basis only. Some practicums may be repeated for additional credit when there is space and upon approval of advisor and department chairperson.

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 department chairperson.

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 department chairperson.

Practicum in Group Leadership Supervised practice in group leadership. Prerequisites: HPC 5790, 6720, and prior approval of department chairperson.

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. It is graded on an S/U basis and does not count toward a degree.


HPC 6160. Gestalt Therapy/(3).S.(Odd-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 6271. Theories of Marriage and Family Counseling III/(3).SS. A comprehensive survey of major models of Family Therapy with emphasis on the relationship of theory to practice.

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.(Even-numbered years). 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.

HPC 6350. Body/Mind/(3),F.(Odd-numbered years).
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),S.(Odd-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),S. (Even-numbered years).
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 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 6450. Seminar/(3).
A seminar on the identification and analysis of current issues/trends in the counseling and student development field organized and offered by program tracks within the Department of Human Development and Psychological Counseling as listed below. Available primarily for ASU counselor education degree candidates.

Seminar in Community Counseling/(3),S.
An examination of current issues and trends in agency counseling, focusing specifically on the areas of: (1) psychosocial assessment; (2) prevention/education/intervention techniques with certain target populations; and (3) legal/ethical, administration, and supervision issues in agencies. Prerequisite: HPC 5120.

Seminar in School Counseling/(3),SS.
A seminar on the identification and analysis of current issues and trends in school counseling with special attention given to the changing needs of pupils at various developmental levels and with changing social, multicultural, and environmental circumstance. Students may choose elementary, middle, or secondary emphasis.

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. This course will be 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),F.(Even-numbered years).
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).F.
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 only.

HPC 6770. Current Issues and Special Populations in Addictions Counseling/(3),S.(Odd-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
Human Development and Psychological Counseling

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 departmental chair. Graded on an S/U basis only. Prerequisites: prior approval of department chairperson.

**Internship in School Counseling**
Practice in the application of skills used in counseling elementary/middle/secondary school youth. Setting to be decided upon in consultation with 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 only. Prerequisites: HPC 5140, 5210, 5220, 5310, 5750, 5790, 5900, 6620, and approval of 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 only. Prerequisites: HPC 5120, 5220, 5900 (Practicum in Counseling), and prior approval of department chairperson.

**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 only. Prerequisite: HPC 5410, 5900 (Practicum in Student Development) and/or 5900 (Practicum in College Counseling), and prior approval of department chairperson.

**Internship in Marriage and Family Therapy**
Supervised practice in the application of skills used in counseling couples and families. Open only to marriage and family therapy majors. Graded on an S/U basis only. Prior approval of department chairperson.
Department of Information Technology and Operations Management

Faye Sawyer, Chairperson  
Ph.D., North Carolina State University  
Sociology and Demography

Alan Cannon, Assistant Professor  
Ph.D., Clemson University  
Production, Operations Management

Christopher Conca, Assistant Professor  
Ph.D., University of South Florida  
Information Systems

Richard C. Crandall, Professor  
Ph.D., University of South Carolina  
Production, Operations Management

The Walker College of Business, through the Department of Information Technology and Operations Management, offers courses which form a part of the MBA program (see MBA program description, pages 73-76). Prerequisite to graduate study is admission to the MBA program or permission of the department chair.

The Department of Information Technology and Operations Management offers a graduate certificate in Information Systems (336A). For more information, contact the Cratis D. Williams Graduate School at 828-262-2130 or visit our website at www.graduate.appstate.edu.

(For a description of the course abbreviations used in the following list of courses, see page 46.)

COMPUTER INFORMATION SYSTEMS (CIS)

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 department chair.

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 IS Certificate Program or other graduate programs or by permission of the Chairperson of the ITOM Department. (Same as BUS 5200)

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 IS Certificate Program or other graduate programs or by permission of the Chairperson of the ITOM Department.

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 IS Certificate Program or other graduate programs or by permission of the Chairperson of the ITOM Department.

CIS 5210. Information Technology in Business/(3).SS.
An introduction to the role of information technology (IT) in organizations. Five major areas are examined: terms and concepts; how IT is used in capturing data, making decisions, increasing productivity, and providing a strategic advantage; how IT is acquired or systems developed; the issues associated with managing and using IT; and the impacts of IT on human behavior and organizational effectiveness. The future of technology will also be explored. Prerequisite: Admission to the MBA program or permission of instructor. (Same as MBA 5210.)

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 IS Certificate Program or other graduate programs or by permission of the Chairperson of the ITOM Department.

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 tech-
technology, cybernetics, real-time systems, models and simulations, and man-machine systems. Prerequisite: Admission to the MBA Program, Graduate IS Certificate Program or other graduate programs or by permission of the Chairperson of the ITOM Department.

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 IS Certificate Program or other graduate programs or by permission of the Chairperson of the ITOM Department.

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 communications and networks that will be needed by those who will be involved in the analysis, design and programming of computer information systems. Students will be required to design a network. Prerequisite: CIS 3250 (CIS 3250 can be taken concurrently). (Dual-listed with CIS 4580.)

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.

In this course, the concepts and issues inherent in global/international information technology will be studied. This class will look at the types of global/international systems, the issues associated with using global/international technology, how systems are developed and strategies formed for global/international technology use, and the issues facing European, Far East, and Third World countries. (Dual-listed with CIS 4610.)

CIS 5850. Advanced Systems Design/(3). F;S.
A continuation of CIS 3250. Emphasis will be placed on systems design and implementation of information systems. Projects, including software development, will be assigned for different types of public and private sector organizations. Prerequisites: CIS 3370 and CIS 3750 (CIS 3750 can be taken concurrently). (Dual-listed with CIS 4850.)

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. It is graded on a S/U basis and does not count toward a degree.

PRODUCTION/OPERATIONS MANAGEMENT (POM)
POM 5500. Independent Study/(1-4). F;S.
POM 5530-5549. Selected Topics/(1-4). F;S.
The Department of Interdisciplinary Studies does not offer a graduate program.

Faculty participate in graduate education however, by serving on thesis committees or participating in graduate courses offered through other departments.

(For a description of the course abbreviations used in the following list of courses, see page 46.)

INTERDISCIPLINARY STUDIES (IDS)

IDS 5530-5549. Selected Topics/(1-4).F;S. On Demand
Department of Language, Reading, and Exceptionalities

Richard A. Culatta, Chairperson and Professor
Ph.D., University of Pittsburgh
Speech-Language Pathology, Fluency Disorders, Clinical Supervision

William D. Barber, Assistant Professor
Ph.D., Pennsylvania State University
Anatomy, Physiology, Genetics, Statistics, General Biology

Donna Brown, Clinical Supervisor
M.S., University of Southwestern Louisiana
Speech Pathology

Janet W. Bloodgood, Associate Professor
Ph.D., University of Virginia
Reading, Children’s Literature, Literacy Acquisition

Heather M. Clark, Associate Professor
Ph.D., University of Iowa
Normal and Disordered Motor Control for Speech and Swallowing, Acquired Neurogenic Language Disorders, and Delivery of Speech Language Pathology Services in Medical Settings

Thalia J. Coleman, Professor
Ph.D., University of Florida
Child Language Development and Disorders, Early Intervention and Cultural Diversity in Education/Special Service Provision

Jeanne Dodd-Murphy, Associate Professor
Ph.D., Vanderbilt University
Educational Audiology, Auditory Development

Charles R. Duke, Dean of the College of Education and Professor
Ph.D., Duke University
Reading/Writing in the Content Areas

Lisa Forster, Clinical Supervisor
M.A. Appalachian State University
Neurogenics and Dysphagia.

Connie R. Green, Professor
Ph.D., University of Florida
Emergent Literacy, Early Childhood

Timothy B. Harris, Professor
Ph.D., University of Kansas
Voice and Neurogenic Communication Disorders, Language Development, Articulation Disorders, and Child Language Disorders

Pamela Henson, Clinical Supervisor
M.S., University of North Carolina at Chapel Hill
Neurogenics, Dysphagia

William Irwin, Assistant Professor
M.S., University of North Carolina
Adult Neurogenic Communication Disorders, Dysphagia, Medical Speech Pathology

Robert J. Jones, Adjunct Professor
Ph.D., Southern Illinois University
Applied Behavior Analysis, Emotional Behavioral Disorders, Applied Research and Evaluation

Larry J. Kortering, Professor
Ed.D., University of Washington
Secondary Special Education, School Dropout, Post-School Outcomes

Linda Kucan, Assistant Professor
Ph.D., University of Pittsburgh
Comprehension, Children’s Literature, Discourse and Teacher Development

Monica Lambert, Assistant Professor
Ed.D., Florida Atlantic University
Learning Disabilities, Attention Deficit Disorder, Cognitive and Metacognitive Strategies, Teaching Practices, and Mathematics

Angela S. Losardo, Professor
Ph.D., University of Oregon
Child Language and Early Intervention/Early Childhood Special Education

Nancy L. Mamlin, Associate Professor
Ph.D., University of Maryland
Teacher Education, Teacher Practices, Learning Disabilities, Attention Deficit/ Hyperactivity Disorders, School Reform

R. Darrell Morris, Professor
Ed.D., University of Virginia
Clinical Teaching, Beginning Reading

Alice P. Naylor, Director of the Ed.D. Program and Professor
Ph.D., University of Toledo
Children’s Literature, Language Arts, and Storytelling

E. Jane Nowacek, Associate Professor
Ph.D., University of Virginia
Learning Disabilities and Collaboration, Teacher Education, Attention Deficit/Hyperactivity Disorders

Susan M. Pogoloff, Associate Professor
Ph.D., University of Wisconsin-Madison
Mental Retardation, Transition from School to Adult Life and Family Inclusion

Robert C. Schlagal, Professor
Ph.D., University of Virginia
Spelling Instruction and Development, Beginning Reading

Mary R. Sizer, Director, Communication Disorders Clinic
M.A., Vanderbilt University
Hearing and Central Auditory Processing Assessment, Licensed Hearing Aid Dispenser

Michael D. Smith, Professor
Ph.D., University of Kansas
Developmental Psycholinguistics, Language, Culture and Cognition

Sherry L. Street, Clinical Supervisor
M.A. The University of Memphis
Early Intervention

Larry J. Kortering, Professor
Ed.D., University of Washington
Secondary Special Education, School Dropout, Post-School Outcomes
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 College of Education’s and the Graduate School’s requirements pertaining to admission, advisement, proficiencies, and licensure.

The following degree programs are offered by this department:

1. Master of Arts in Communication Disorders (Major Code: 489A or 493A)
2. Master of Arts in Reading Education, General (Major Code: 477*), with two concentrations:
   (a) Classroom/Clinical, leading to advanced teaching licensure (Code: 477E)
   (b) Adult Literacy (Code: 477B)
3. Master of Arts in Special Education: Cross Categorical (Major Code: 495A)
4. Master of Arts in Special Education: Teaching Parent Specialty (Major Code: 484A)

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-Kindergarten with three concentrations: 1) Teaching; 2) Administration; and 3) Allied Personnel. The degree is conferred by the Department of Family and Consumer Sciences. See the Department of Family and Consumer Sciences for a detailed program of study.

**MASTER OF ARTS IN COMMUNICATION DISORDERS**

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 advanced licensure by the State of North Carolina. 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-semester time frame.

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 ins-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.

MASTER OF ARTS IN COMMUNICATION DISORDERS (non-teaching program)
Major Code: 493A

CRITERIA FOR CONSIDERATION TO THE COMMUNICATION DISORDERS PROGRAM:

Admission to the Cratis Williams Graduate School (first step):
Baccalaureate degree from an accredited college or university.
Applicant must complete the necessary application process as required by the Graduate School and the Communication Disorders program.

In addition to the above, the criteria include:
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. (Note: admission is on a competitive basis.)

Deadline
1 February for Fall admission/1 October for Spring admission

Hours: 57 semester hours with thesis; 60 semester hours without thesis
60 hours are required for advanced licensure in North Carolina schools.

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>C D 5564</td>
<td>Clinical Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>C D 5565</td>
<td>Clinical Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>C D 5566</td>
<td>Clinical Practicum III</td>
<td>3</td>
</tr>
<tr>
<td>C D 5567</td>
<td>Clinical Practicum IV</td>
<td>3</td>
</tr>
<tr>
<td>C D 5661</td>
<td>Diagnostic Process</td>
<td>3</td>
</tr>
<tr>
<td>C D 5663</td>
<td>Disorders of Fluency</td>
<td>3</td>
</tr>
<tr>
<td>C D 5666</td>
<td>Voice Disorders</td>
<td>3</td>
</tr>
<tr>
<td>C D 5669</td>
<td>Phonologic Disorders</td>
<td>3</td>
</tr>
<tr>
<td>C D 5675</td>
<td>Language Disorders in Preschool Children</td>
<td>3</td>
</tr>
<tr>
<td>C D 5676</td>
<td>Language Disorders in School-Aged Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>C D 5731</td>
<td>Neurogenic Disorders I: Overview of Aphasia, Apraxia, Dysarthria, and Dysphagia</td>
<td>3</td>
</tr>
<tr>
<td>C D 5732</td>
<td>Neurogenic Disorders II: Assessment and Treatment of Aphasia, Apraxia, Dysarthria, and Dysphagia</td>
<td>3</td>
</tr>
<tr>
<td>C D 5900</td>
<td>Internship</td>
<td>12</td>
</tr>
<tr>
<td>FDN 5000</td>
<td>Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

SUBTOTAL HOURS .......................................................................................................................... 51

Guided Electives:
(Selected with approval of major advisor in communication disorders or related areas such as counseling, early childhood education, psychology, reading and special education)

Non-Thesis Option:
................................................................................................................................. 9

OR

Thesis Option:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>C D 5999</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>Guided Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL HOURS ........................................................................................................................ 57 or 60

Thesis: Optional

Language Proficiency: None required

Comprehensive: PRAXIS II (NTE) in Speech Language Pathology and Audiology serves as the comprehensive examination.

Product of Learning: None required
MASTER OF ARTS IN COMMUNICATION DISORDERS (leads to NCDPI Advanced Licensure) Major Code: 489A

CRITERIA FOR CONSIDERATION TO THE COMMUNICATION DISORDERS PROGRAM:

Admission to the Cratis Williams Graduate School (first step):
Baccalaureate degree from an accredited college or university.
Applicant must complete the necessary application process as required by the Graduate School and the Communication Disorders program.

In addition to the above, the criteria include:
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. (Note: admission is on a competitive basis.)

Deadline
1 February for Fall admission/1 October for Spring admission

Hours: 57 semester hours with thesis; 60 semester hours without thesis
60 hours are required for advanced licensure in North Carolina schools.

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 5564</td>
<td>Clinical Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>CD 5565</td>
<td>Clinical Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>CD 5566</td>
<td>Clinical Practicum III</td>
<td>3</td>
</tr>
<tr>
<td>AND/ OR CD 5567</td>
<td>Clinical Practicum IV</td>
<td>3</td>
</tr>
<tr>
<td>CD 5569</td>
<td>Clinical Practicum in the Schools</td>
<td>6</td>
</tr>
<tr>
<td>CD 5661</td>
<td>Diagnostic Process</td>
<td>3</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>CD 5669</td>
<td>Phonologic Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CD 5675</td>
<td>Language Disorders in Preschool Children</td>
<td>3</td>
</tr>
<tr>
<td>CD 5676</td>
<td>Language Disorders in School-Aged Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>CD 5731</td>
<td>Neurogenic Disorders I: Overview of Aphasia, Apraxia, Dysarthria, and Dysphagia</td>
<td>3</td>
</tr>
<tr>
<td>CD 5732</td>
<td>Neurogenic Disorders II: Assessment and Treatment of Aphasia, Apraxia, Dysarthria, and Dysphagia</td>
<td>3</td>
</tr>
<tr>
<td>CI 5900</td>
<td>Internship</td>
<td>6-9</td>
</tr>
<tr>
<td>FDN 5000</td>
<td>Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: If both CD 5566 and CD 5567 are taken, internship requirement is 6 sh; if student takes only one of the two (CD 5566 or CD 5567), internship requirement is 9 sh.

Guided Electives:
(Selected with approval of major advisor in communication disorders or related areas such as counseling, early childhood education, psychology, reading and special education).

Non-Thesis Option: ........................................................................................................... 9

OR

Thesis Option:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 5999</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>Guided Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL HOURS .................................................................................................................. 57 or 60

Thesis: Optional

Language Proficiency: None required

Comprehensive: PRAXIS II (NTE) in Speech Language Pathology and Audiology serves as the comprehensive examination.

Product of Learning: None required
The Reading and Language Arts program, housed in the Department of Language, Reading, and Exceptionalities, offers the Master of Arts degree in Reading Education, General with two concentrations: Classroom/Clinical and Adult Literacy. 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 Classroom/Clinical concentration 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 advanced teaching licensure. The Adult Literacy concentration prepares instructors and administrators to deliver and coordinate literacy services for adults seeking to improve their reading and writing skills.

+Requirements for both concentrations of 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.

MASTER OF ARTS IN READING EDUCATION, GENERAL+
Major Code: 477*
Concentrations: Classroom/Clinical (Code: 477E)
Adult Literacy (Code: 477B)

CRITERIA FOR CONSIDERATION TO THE READING PROGRAM:
Admission to the Cratis Williams Graduate School (first step):
Baccalaureate degree from an accredited college or university.
Applicant must complete the necessary application process as required by the Graduate School and the Reading program.
In addition to the above, the criteria include:
The Classroom/Clinical concentration requires applicants to hold, or be eligible to hold, a North Carolina “A” teaching license or the equivalent from another state.
GPA of 3.0 or higher cumulative or in the last 60 hours of undergraduate work and official GRE scores from ETS or official MAT scores from The Psychological Corporation.
OR:
GPA below 3.0 but above 2.69 in the last 60 hours of undergraduate work and official MAT score of 33 or higher, or at least 2 of the following minimum GRE scores: GREV=400, GREQ=400, or GREW=3.5
Deadline
1 July for Fall/1 November for Spring/1 April for Summer
Hours: 36 semester hours with thesis; 39 semester hours without thesis

Required Concentration Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>R E 5100</td>
<td>Teaching Beginning Readers and Writers</td>
</tr>
<tr>
<td>R E 5130</td>
<td>Teaching the Language Arts</td>
</tr>
<tr>
<td>R E 5140</td>
<td>Advanced Study of Children’s Literature</td>
</tr>
<tr>
<td>R E 5710</td>
<td>Seminar in Reading and Language Arts Research</td>
</tr>
<tr>
<td>R E 5715</td>
<td>Reading Assessment and Correction</td>
</tr>
<tr>
<td>R E 5725</td>
<td>Practicum in the Clinical Teaching of Reading</td>
</tr>
<tr>
<td>R E 5730</td>
<td>Reading and Writing Instruction for Intermediate and Advanced Learners</td>
</tr>
</tbody>
</table>

SUBTOTAL HOURS .......................................................... 21

Required Research Course (at least one is required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CI/FDN/RE/SPE 5040</td>
<td>Teacher as Researcher</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>FDN 5000</td>
<td>Research Methods</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>FDN 5560</td>
<td>Classroom Assessment</td>
</tr>
</tbody>
</table>

SUBTOTAL HOURS .......................................................... 3

Required Social/Anthropological/Philosophical Foundations Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>FDN 5840</td>
<td>Social and Philosophical Foundations of Education</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>Equivalent Course Approved by Advisor</td>
<td></td>
</tr>
</tbody>
</table>

SUBTOTAL HOURS .................................................................................................................. 3
Elective Courses:
Electives (6 sh with thesis, 9 sh non-thesis) are chosen with the graduate advisor’s approval. See the Reading Education: Classroom/Clinical checksheet for a list of suggested elective courses.

Thesis Option:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>R E 5999</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>SUBTOTAL HOURS</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

OR

Non-Thesis Option:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>R E 5525</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
<tr>
<td><strong>SUBTOTAL HOURS</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Thesis:** Optional

**Product of Learning:** R E 5525 is required unless thesis option is selected

**Language Proficiency:** None required

**Comprehensive:** Required

**Licensure:** Praxis II, Specialty Area Reading is required for NC “M” license.

**MASTER OF ARTS IN READING EDUCATION, GENERAL**

**Major Code:** 477*

**Concentration:** Adult Literacy (Code: 477B)

**CRITERIA FOR CONSIDERATION TO THE READING (Adult Literacy) PROGRAM:**

**Admission to the Cratis Williams Graduate School (first step):**
Baccalaureate degree from an accredited college or university.

Applicant must complete the necessary application process as required by the Graduate School and the Reading program.

**In addition to the above, the criteria include:**
GPA of 3.0 or higher cumulative or in the last 60 hours of undergraduate work and official GRE scores from ETS or official MAT scores from The Psychological Corporation.

**OR:**
GPA below 3.0 but above 2.69 in the last 60 hours of undergraduate work and official MAT score of 33 or higher, or at least 2 of the following minimum GRE scores: GREV=400, GREQ=400, or GREW=3.5

**Deadline**
1 July for Fall/1 November for Spring/1 April for Summer

**Hours:** 36 semester hours with thesis; 39 semester hours without thesis

**Required Concentration Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LHE 5630</td>
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</tr>
<tr>
<td>R E 5100</td>
<td>3</td>
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<tr>
<td>R E 5710</td>
<td>3</td>
</tr>
<tr>
<td>R E 5715</td>
<td>3</td>
</tr>
<tr>
<td>R E 5730</td>
<td>3</td>
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<td>R E 5760</td>
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<tr>
<td><strong>SUBTOTAL HOURS</strong></td>
<td><strong>18</strong></td>
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</table>

**Required Research Course:** (at least one is required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDN 5000</td>
<td>3</td>
</tr>
<tr>
<td>OR FDN 5560</td>
<td>3</td>
</tr>
<tr>
<td>OR CI/CF/E/RE/SPE 5040</td>
<td>3</td>
</tr>
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<td><strong>SUBTOTAL HOURS</strong></td>
<td><strong>3</strong></td>
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</table>
Required Practicum Course:

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>R E 5725</td>
<td>Practicum in the Clinical Teaching of Reading</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R E 5735</td>
<td>Practicum in Teaching Severely Disabled Readers</td>
<td>3</td>
</tr>
</tbody>
</table>

**SUBTOTAL HOURS**: 3

Elective Courses:
Electives (9 sh with thesis, 12 sh non-thesis) are chosen with the graduate advisor’s approval. See the Reading Education: Adult Literacy checksheet for a list of suggested elective courses.

Thesis Option:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>R E 5999</td>
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<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>9</td>
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</tbody>
</table>

**SUBTOTAL HOURS**: 12

OR

Non-Thesis Option:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>R E 5525</td>
<td>Product of Learning</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**SUBTOTAL HOURS**: 15

**TOTAL HOURS**: 36 or 39

Thesis: Optional

Product of Learning: R E 5525 is required unless thesis option is selected

Language Proficiency: None required

Comprehensive: Required

SPECIAL EDUCATION PROGRAMS
The Department of Language, Reading and Exceptionalities offers two graduate program options in Special Education to persons who are interested in serving exceptional populations. All programs are designed to prepare personnel to assume leadership roles in special education.

MASTER OF ARTS IN SPECIAL EDUCATION: CROSS CATEGORICAL+
Major Code: 495A
The Master of Arts in Special Education: Cross Categorical program is designed to prepare teachers to work with school-aged students with learning and behavior disabilities. 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 in public and private schools. Students will be expected to complete products of learning to demonstrate the skills of a master teacher.

*The Special Education: Cross-Categorical program anticipates a name change to “Special Education: MR, BD, LD” as of Fall 2004.*

+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.

MASTER OF ARTS IN SPECIAL EDUCATION: TEACHING PARENT SPECIALTY
Major Code: 484A
The Master of Arts in Special Education: Teaching Parent Specialty 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 inservice education for parents, teachers, and public agency personnel.

MASTER OF ARTS IN SPECIAL EDUCATION: CROSS CATEGORICAL+
Major Code: 495A
*The Special Education: Cross-Categorical program anticipates a name change to “Special Education: MR, BD, LD” as of Fall 2004.*

CRITERIA FOR CONSIDERATION TO THE SPE PROGRAM:
Admission to the Cratis Williams Graduate School (first step):
Baccalaureate degree from an accredited college or university.
Applicant must complete the necessary application process as required by the Graduate School and the Special Education program.

**In addition to the above, the SPE criteria include:**

Admission to the program in Special Education: MR, BD, LD requires a North Carolina “A” license or the equivalent from another state.

and

GPA of 3.0 or higher cumulative or in the last 60 hours of undergraduate work and official GRE scores from ETS or official MAT scores from The Psychological Corporation.

OR:

Cumulative GPA or last 60 hours GPA below 3.0 but above 2.69, and official MAT score of 33 or minimum GREV + GREQ = 800.

and

Essay* (*obtain prompt from graduate school)

**Deadline**

1 July for Fall/1 November for Spring/1 April for Summer

**Hours:** 39 semester hours

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI/FDN/RE/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>SPE 5584</td>
<td>Leadership and Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>SPE 5610</td>
<td>Advanced Studies in Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>SPE 5626</td>
<td>Advanced Studies in Mental Retardation</td>
<td>3</td>
</tr>
<tr>
<td>SPE 5630</td>
<td>Collaboration and Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>SPE 5636</td>
<td>Advanced Studies in Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 5640</td>
<td>Longitudinal Planning: Transition to Adulthood and Secondary Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPE 5646</td>
<td>Advanced Studies in Emotional and Behavioral Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPE 5900</td>
<td>Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

**SUBTOTAL HOURS** .......................................................................................................................................................... 33

**Guided Electives**

(Chosen in consultation with advisor from special education and related areas such as reading, curriculum and instruction, psychology, communication disorders, and child development.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SPE 5900</td>
<td>Internship</td>
<td>6</td>
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</tbody>
</table>

**SUBTOTAL HOURS** .......................................................................................................................................................... 6

**TOTAL HOURS** .......................................................................................................................................................... 39

**Thesis:** None Required

**Language Proficiency:** None required

**Comprehensive:** None Required

**Products of Learning:** Professional Portfolio and Action Research Project

**MASTER OF ARTS IN SPECIAL EDUCATION: TEACHING PARENT SPECIALTY**

**Major Code:** 484A

**CRITERIA FOR CONSIDERATION TO THE SPE PROGRAM:**

**Admission to the Cratis Williams Graduate School:** via:

Baccalaureate degree from an accredited college or university.

Applicant must complete the necessary application process as required by the Graduate School and the Special Education program.

**In addition to the above, the SPE criteria include:**

GPA of 3.0 or higher cumulative or in the last 60 hours of undergraduate work and official GRE scores from ETS or official MAT scores from The Psychological Corporation.

OR:

Cumulative GPA or last 60 hours GPA below 3.0 but above 2.69, and official MAT score of 33 or minimum GREV + GREQ = 800.

and

Contact the director of this program, Dr. Gary Timbers at: 828-433-7176

**Deadline**

1 July for Fall/ 1 November for Spring/ 1 April for Summer

**Hours:** 30 semester hours with thesis; 36 semester hours without thesis
Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>FDN 5000</td>
<td>Research Methods</td>
</tr>
<tr>
<td>SPE 5601</td>
<td>Classroom Management and Intervention Strategies: MR, LD, ED</td>
</tr>
<tr>
<td>SPE 5700</td>
<td>Introduction to the Teaching-Family Model</td>
</tr>
<tr>
<td>SPE 5100</td>
<td>Field Training in the Teaching-Family Model</td>
</tr>
<tr>
<td>SPE 5101</td>
<td>Advanced Field Training in the Teaching-Family Model</td>
</tr>
<tr>
<td>SPE 5200</td>
<td>Teaching Communication and Problem Solving Strategies Within the Teaching-Family Model</td>
</tr>
<tr>
<td>SPE 5400</td>
<td>Advanced Readings in Organization and Administration of Community-Based Treatment Programs</td>
</tr>
<tr>
<td>SPE 5500</td>
<td>Independent Study</td>
</tr>
<tr>
<td>SPE 5900</td>
<td>Internship</td>
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</table>

SUBTOTAL HOURS: 27-30

Thesis Option:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 5999</td>
<td></td>
</tr>
</tbody>
</table>

SUBTOTAL HOURS: 3

OR

Non-Thesis Option:

Electives

(6-9)

SUBTOTAL HOURS: 6-9

TOTAL HOURS: 30 or 36

Thesis: Optional

Language Proficiency: None required

Comprehensive: Required

Product of Learning: None required

(For a description of the course abbreviations used in the following list of courses, see page 46.)

COMMUNICATION DISORDERS (C D)

C D 5364. Audiology/(3).S.
The science of hearing and the etiologies of hearing impairment. (Meets ASHA B-3). Prerequisites: CD 2259, 2260, 2464, and 2465.

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

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

C D 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. (Meets ASHA II-A). Prerequisites: CD 2259, 2260, 2361, and concurrently with CD 5563. (Dual-listed with CD 4562.)

C D 5563. Disorders of Articulation and Phonology/(3).F;S.
Etiology, evaluation, and management of articulation and phonologic disorders. (Meets ASHA II-B). Prerequisites: CD 2259, 2260, 2361, and concurrently with C D 5562. (Dual-listed with CD 4563.)

C D 5564. Clinical Practicum I/(3).F;S.
Supervised entry level practicum in evaluation and therapy techniques in speech-language pathology. Specific clinical assignments will depend on coursework completed in the disorders areas. Assignments will be consistent with the workload formula in the Communication Disorders Program Handbook. (Meets ASHA III-B). Prerequisites: completion of CD 5563, 5666, 5864, and 5865 or equivalents; and completion of required observation.

C D 5565. Clinical Practicum II/(3).F;S.
Supervised second level practicum in evaluation and therapy techniques in speech-language pathology and audiology. Specific clinical assignments will depend on 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. (Meets ASHA III-B). Prerequisite: completion of CD 5564 or by permission.

C D 5566. Clinical Practicum III/(3).F;S.
Supervised third level practicum in evaluation and therapy techniques in speech-language pathology and audiology. Specific clinical assignments will depend on 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. (Meets ASHA III-B). Prerequisite: completion of CD 5565 or by permission.

C D 5567. Clinical Practicum IV/(3).F;S.
Supervised fourth level practicum in evaluation and therapy techniques in speech-language pathology. Specific clinical assignments will depend on coursework completed 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. (Meets ASHA III-B). Prerequisite: completion of CD 5566, its equivalent, or by permission.

C D 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. (Same as ANT 5568). (Dual-listed with CD 4568.)

CD 5569. Clinical Practicum in the Schools/(6).F;S.
Supervised student teaching practicum involving evaluation and therapy techniques in speech-language pathology in the schools. Specific clinical assignments will depend on coursework in the disorders areas. Students will be assigned to three full days in the schools. (Meets ASHA II-B). May replace CD 5566 or 5567, or may be taken concurrently with CD 5900.

C D 5602. Communication Problems of the Aged/(3).F.
The dynamics of normal communicative processes in the geriatric population and the psychobiological changes that occur as human beings age (Meets ASHA II-B). Prerequisite: Senior status or permission of the instructor. Enrollment is not restricted. (Dual-listed with CD 4602.)

C D 5661. Diagnostic Process/(3).F.
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).

C D 5662. Management of Hearing Disorders/(3).F;S.
Studies of the habilitation/rehabilitation of hearing impairments in preschool and school-aged children and adults. Emphasis on prescriptive and resource curricular management. Includes audition training, speech reading methods, and a survey of hearing aid monitoring techniques (Meets ASHA II-B). Prerequisite: C D 3364. (Dual-listed with CD 4662.)

C D 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).

C D 5665. Advanced Audiology/(2).S.
Advanced audiological procedures and techniques. Concentration on advanced neurophysiological auditory measurement, research, and applications to theory (Meets ASHA II-B).

C D 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).

Psychoacoustic theory and application to the measurement of human sound production, perception, and reaction (Meets ASHA II-A).

C D 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. (Meets ASHA II-B). Prerequisites: C D 3162, 3163 and 3366. (Dual-listed with CD 4668.)

C D 5669. Phonologic Disorders/(3).SS.
Clinical application of current research in disorders of the phonology (sound) system. (Meets ASHA II-B).

C D 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).

C D 5675. Language Disorders in Preschool Children/(3).F.
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. (Meets ASHA II-B). Prerequisites: C D 3162, 3163, 3366, 5668 or permission of the instructor.

C D 5676. Language Disorders in School-Aged Children and Adolescents/(3).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 (Meets ASHA II-B). Prerequisites: C D 3162, 3163, 3366 and 5668 or permission of the instructor.

C D 5680. The Clinical Language Intervention Institute/(1).SS.
This annual summer institute provides students and practitioners with an opportunity for in-depth exploration of state-of-the-art strategies for evaluation and management of language impaired infants, toddlers, children, and youth. May be repeated with permission of the coordinator of the communication disorders program. Graded on an S/U basis only.

C D 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.

C D 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 only.

C D 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).
C D 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. (Meets ASHA II-B). Prerequisite: CD 5731.

C D 5733. Neurogenic Disorders III: Dementia, Right Hemisphere Disorders, and Traumatic Brain Injury/(3).F(even years);S(odd 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. (Meets ASHA II-B). Prerequisite: CD 5731.

C D 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. (Meets ASHA I-B). Prerequisite: CD 2260. (Dual-listed with CD 4766.)

C D 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, 3364, 5563 or 5668; and, concurrently with CD 5865. (Dual-listed with CD 4864.)

C D 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, 3364, 5563 or 5668; and, concurrently with CD 5865. (Dual-listed with CD 4865.)

C D 5900. Internship/(6-12).F;S.
An internship in the area of communication disorders. Graded on an S/U basis only. (Meets ASHA III-B). Prerequisites: completion of CD 5567 or its equivalent and permission of the Communication Disorders faculty.

C D 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. It is graded on an S/U basis and does not count toward a degree.

C D 5999. Thesis/(1-4).F;S.
Graded on an S/U basis (Meets ASHA II-A or II-B).
nentation, supervision and evaluation of reading programs. Prerequisite: 18 hours in reading or permission of advisor in reading.

R E 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 advisor.

R E 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.

R E 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.

R E 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: R E 5715.

R E 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.

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.

R E 5760. Adult Literacy Instruction/(3).S.
An in-depth review of assessing and teaching literacy skills in Adult Basic Education programs.

R E 5900. Internship/(3-9).F;S.
An internship in the area of reading education. Graded on an S/U basis only. Prerequisite: Permission of advisor.

R E 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. It is graded on an S/U basis and does not count toward a degree.

R E 5999. Thesis/(1-4).F;S.
Graded on an S/U basis.

R E 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.

R E 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.

R E 7989. Doctoral Research/(1-9).F;S.
This course is designed to provide access to University facilities for continuing doctoral research. It is graded on an S/U basis and does not count toward a degree.

SPECIAL EDUCATION (SPE)

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/FDN/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.)

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.

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 his/her use of the Teaching-Family Model Treatment program. Prerequisite: 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/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/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/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 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.

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. To be taken concurrently with 5564.

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. To be taken concurrently with 5562.

SPE 5570. Consultation and Advocacy for Exceptional Children: Mental Retardation, Learning Disabilities, and Emotional Disturbance/(3).F;S.
The role of the teacher as an advocate and change agent for mentally retarded, learning disabled, and emotionally disturbed children in the home, school, and community. (Dual-listed with SPE 4570.)

SPE 5584. Leadership and Professional Development/(3).F.
This course examines current research and literature on leadership in schools, educational reform initiatives, litigation, fiscal policies, and grant proposal writing. The culture of schools is explored through topics such as model programs, collaborative leadership, advocacy, and cultural diversity.

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. (Dual-listed with SPE 4595.)

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.

A study of classroom management techniques and intervention strategies with mentally retarded, learning disabled, and emotionally disturbed children. (Dual-listed with SPE 4601.)

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.

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 Mental Retardation/(3).S.
This course is designed to identify, review and analyze current research and literature related to the study of mental retardation. This course provides in-depth study in assessment, curriculum, and the planning, implementation, and evaluation of instruction for students with mental retardation.

SPE 5630. Collaboration and Curriculum/(3).S.
This course addresses topics in the area of curriculum and collaboration by exploring the current research and best practices for teachers of students with mild disabilities. This course includes a case study based on experiences in the field.

SPE 5636. Advanced Studies in Learning Disabilities/(3).F.
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.

SPE 5640. Longitudinal Planning: Transition to Adulthood and Secondary Special Education/(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.

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.

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 5705. Methods and Curriculum in Learning Disabilities/(3).F;S.
This course addresses state-of-the-art techniques and methods used in the implementation of curriculum programs for learning disabled students. (Dual-listed with SPE 4705.)

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 only. Prerequisite: Application and permission of 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. It is graded on an S/U basis and does not count toward a degree.


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. It is graded on an S/U basis and does not count toward a degree.
Department of Leadership and Educational Studies

L. Arthur Safer, Chairperson and Professor
Ph.D., Northwestern University
Leadership and Educational Policy

Roma Angel, Assistant Professor
Ed.D., University of North Carolina at Greensboro
School Administration

Barbara S. Bonham, Professor
Ph.D., Pennsylvania State University
Higher Education

Hunter R. Boylan, Professor
Ph.D., Bowling Green State University
Higher Education

Stephen Bronack, Assistant Professor
Ph.D., University of Virginia
Instructional Technology

Charles S. Claxton, Professor
Ph.D., Florida State University
Higher Education

Michael W. Dale, Professor
Ph.D., University of Wisconsin at Madison
Educational Foundations

Ralph G. Hall, Professor
J.D., Wake Forest University
Ed.D., University of Tennessee at Knoxville
Law and Educational Administration

Kenneth D. Jenkins, Professor
Ed.D., University of Miami
School Administration

George A. Maycock, Associate Professor
Ed.D., Texas Tech University
Research and Statistics

The Department of Leadership and Educational Studies serves the education community and the public in many ways. It provides foundational courses which have relevance to the professional studies component in teacher education. The courses in Educational Foundations (FDN) provide students at the graduate and undergraduate level with the opportunity to learn about social and cultural factors that impact schooling. The department provides courses that develop the skills and knowledge needed to understand how research in the field of education is designed, implemented, and evaluated.

The Department of Leadership and Educational Studies is also responsible for organizing and providing graduate instructional programs in public school administration, higher education administration and teaching, developmental education, adult education, Instructional Technology Specialist/Computers and Library Science.

The department offers the following degree programs:

(1) Master of Arts in Educational Media, (Major Code: 437*) with two concentrations:
(a) Instructional Technology Specialist/Computers (Code: 437D)
(b) Instructional Technology Specialist/Computers, General (Code: 437E)

NOTE: Three additional concentrations are offered through the Department of Curriculum and Instruction:
Instructional Technology Specialist/Media Literacy (Code: 434G)
Instructional Technology Specialist/Media Production (Code: 434F)
Instructional Technology Specialist/Telecommunications (Code: 434C)

(Note: Applications for admission to the Master of Arts in Educational Media with a concentration in Instructional Technology Specialist/Telecommunications are not being accepted. For additional information contact the Graduate School or the academic department.)

Please refer to the Department of Curriculum and Instruction’s section in this Graduate Bulletin for information on these three concentrations.
Leadership and Educational Studies

(2) Master of Arts in Higher Education, Administration (Major Code: 450A)
(3) Master of Arts in Higher Education, Adult Education (Major Code: 451A)
(4) Master of Arts in Higher Education, Developmental Studies (Major Code: 452A)
(5) Master of Arts in Higher Education, Teaching (Major Code: 453A)
(6) Master of Library Science in Library Science, General (Major Code: 465*) with two concentrations:
   (a) Public Libraries (Code: 465C)
   (b) School Libraries (Code: 465B)
(7) Master of School Administration (Major Code: 433A)
(8) Educational Specialist in Educational Administration (Major Code: 428A)
(9) Educational Specialist in Higher Education, Administration (Major Code: 450A)
(10) Educational Specialist in Higher Education, Adult Education (Major Code: 451A)
(11) Educational Specialist in Higher Education, Developmental Studies (Major Code: 452A)
(12) Educational Specialist in Higher Education, Teaching (Major Code: 453A)

The Master’s degree programs are described as follows:

1. **Educational Media (M.A.)**—is an interdepartmental program in the Department of Leadership and Educational Studies and the Department of Curriculum and Instruction which offers a choice of five concentrations:
   (a) Instructional Technology Specialist/Computers
   (b) Instructional Technology Specialist/Computers, General
   (c) Instructional Technology Specialist/Media Literacy
   (d) Instructional Technology Specialist/Media Production
   (e) Instructional Technology Specialist/Telecommunications

   (Note: Applications for admission to the Master of Arts in Educational Media with a concentration in Instructional Technology Specialist/Telecommunications are not being accepted. For additional information contact the Graduate School or the academic department.)

   Graduates of the program will be prepared to assume leadership roles in various fields of media and technology.

2. **Higher Education (M.A.)**—prepares students who wish to work in postsecondary educational settings. Students may select one of the following majors:
   (a) Higher Education, Administration
   (b) Higher Education, Adult Education
   (c) Higher Education, Developmental Studies
   (d) Higher Education, Teaching

   The teaching track is designed to prepare students to teach in two-year and four-year colleges. The degrees in Higher Education do not lead to North Carolina administration and supervision licensure.

3. **Library Science, General (M.L.S.)**—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 entitles the graduate to apply for licensure (076 Media Coordinator) from the State of North Carolina. Completion of the Public Libraries concentration entitles the student to apply for Public Librarian Certification from the North Carolina Public Librarian Certification Commission.

4. **School Administration (M.S.A.)**—prepares persons for a school principalship at all levels of public schools. Such a program leads to initial licensure as a school administrator 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 Specialist’s Degree (Ed.S.)** in the Department of Leadership and Educational Studies is a 30-semester hour degree program offered in the following areas:

1. **Educational Administration**—provides advanced graduate work for public school administration. This degree leads to sixth-year licensure.

2. **Higher Education** (administration, adult education, developmental studies and teaching)—provides advanced graduate work in the area of postsecondary education.

A student working toward a degree and/or licensure in the Department of Leadership and Educational Studies must develop his/her 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 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.

**NOTE:** 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.
Graduate Minors:
A graduate minor consists of 8-12 semester hours of designated courses from the program track selected:
- Community, Junior and Technical College Teaching (Code: 498)
- Higher Education, Administration (Code: 450)
- Higher Education, Adult Education (Code: 451)
- Higher Education, Developmental Studies (Code: 452)
- Higher Education, Teaching (Code: 453)

The Community, Junior and Technical College Teaching minor may include a professional development course from the student’s major discipline with the approval of the Department of Leadership and Educational Studies.

Students wishing to pursue any of the above degree programs should apply to the Appalachian State University’s 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.

MASTER OF ARTS IN EDUCATIONAL MEDIA
The Master of Arts in Educational Media is an interdepartmental program in the Department of Leadership and Educational Studies and the Department of Curriculum and Instruction which 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 program offers a choice of five concentrations: Instructional Technology Specialist/Computers, Instructional Technology Specialist/Computers, General, Instructional Technology Specialist/Media Literacy, Instructional Technology Specialist/Media Production, and Instructional Technology Specialist/Telecommunications. (Note: Applications for admission to the Master of Arts in Educational Media with a concentration in Instructional Technology Specialist/Telecommunications are not being accepted. For additional information contact the Graduate School or the academic department. The range of possibilities for students in these 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 offers North Carolina Advanced Licensure in Computers (077).

A NC endorsement (079) based on eighteen semester hours of appropriate credit in computer education (no licensure is issued in computer education) is available. 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 with a concentration in Instructional Technology Specialist/Computers.

MASTER OF ARTS IN EDUCATIONAL MEDIA+
Major Code: 437*
Concentration: Instructional Technology Specialist/Computers (Code: 437D)
   (This concentration leads to North Carolina Licensure 077.)

+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.

Prerequisites:
Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration
Undergraduate and graduate transcripts
Graduate Record Examination or Miller Analogies Test
Other Criteria for All Applicants
Professional and/or personal references
Other types of individual evidence that 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

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer
The following prerequisite courses must be completed with a grade of “B” (3.0) or better:

- **C S 1440** Computer Science I (or equivalent) .................................................. 3
- **FDN 3100** Classroom Use of Microcomputers in Grades K-12 (or equivalent) ........ 2

**NOTE**: Prerequisite courses do not count toward the total 36 hours required for the degree.

**TOTAL PREREQUISITE HOURS** ................................................................. 5

**Hours**: 36 semester hours

**Required Core Courses**:

- **C I 5630** Instructional Technology ............................................................... 3
- **FDN 5000** Research Methods ........................................................................... 3

**OR**

- **CI/FDN/RE/SPE 5040** Teacher as Researcher .................................................. 3
- **FDN 5220** Computers in Educational Settings ................................................ 3

**SUBTOTAL HOURS** ......................................................................................... 9

**Required Concentration Courses**:

(Approved Instructional Technology courses must be selected with the advice and approval of the graduate advisor.)

- **C I 5055** Connecting Learners and Subject Matter .......................................... 3
- **CI/LHE 5585** Teacher Leadership and School Improvement .......................... 3
- **C I 5921** Instructional Design ............................................................................ 3
- **FDN 5320** Telecommunications Technologies in Education ............................ 3
- **FDN 5420** Hypermedia in Instruction ................................................................. 3
- **FDN 5620** Integrating Computer Technology into Instruction ........................... 3
- **FDN 5720** Planning for Instructional Technology in Schools ............................ 3
- **FDN 5900** Internship in Educational Computing ................................................ 3

**SUBTOTAL HOURS** ......................................................................................... 24

**Thesis option**:

- **LHE 5999** Thesis ............................................................................................. 3

**OR**

**Non-thesis option**:

- Electives ............................................................................................................. 3

(To be selected with the advice and approval of the graduate advisor.)

**SUBTOTAL HOURS** ......................................................................................... 3

**TOTAL HOURS** ............................................................................................... 36

**Thesis**: Optional

**Language Proficiency**: None required

**Comprehensive**: Oral and/or Portfolio Review

**Product of Learning**: Required

**NOTE**: Students must meet with the graduate advisor upon acceptance into the graduate 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 chairperson.

**Endorsement in Computer Education**:

A **NC endorsement** in Computer Education (079) based on 18 semester hours of appropriate credit in computer education (no licensure is issued in computer education) is available. 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 with a concentration in Instructional Technology Specialist/Computers.
MASTER OF ARTS IN EDUCATIONAL MEDIA
Major Code: 437*
Concentration: Instructional Technology Specialist/Computers, General (Code: 437E)
(This concentration does not lead to North Carolina Licensure.)

Prerequisites:
Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration
Undergraduate and graduate transcripts
Graduate Record Examination or Miller Analogies Test

Other Criteria for All Applicants
Professional and/or personal references
Other types of individual evidence that 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

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

The following prerequisite courses must be completed with a grade of “B” (3.0) or better:

- C S 1440 Computer Science I (or equivalent) .......................................................... 3
- FDN 3100 Classroom Use of Microcomputers in Grades K-12 (or equivalent) ............ 2

NOTE: Prerequisite courses do not count toward the total 36 hours required for the degree.

TOTAL PREREQUISITE HOURS ..................................................................................................... 5

Hours: 36 semester hours

Required Core Courses:
- C I 5630 Instructional Technology ................................................................. 3
- FDN 5000 Research Methods ............................................................................. 3
- OR
  - CI/FDN/RE/SPE 5040 Teacher as Researcher .............................................. 3
- FDN 5220 Computers in Educational Settings .................................................. 3

SUBTOTAL HOURS .......................................................................................................................... 9

Required Concentration Courses:
The 27 semester hours of graduate study will be developed with the advice and approval of the graduate advisor.

SUBTOTAL HOURS .......................................................................................................................... 27

Thesis: None required

Language Proficiency: None required

Comprehensive: Oral and/or Portfolio Review

Product of Learning: None required

NOTE: Students must meet with the graduate advisor upon acceptance into the graduate 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 chairperson.

MASTER OF ARTS IN HIGHER EDUCATION, ADMINISTRATION
Major Code: 450A

Prerequisites:
Baccalaureate degree from an accredited college or university.

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 official MAT scores from The Psychological Corporation.

OR
Leadership and Educational Studies

GPA for the last 60 hours of undergraduate study above 2.70, but below 3.0, and GRE Verbal and the GRE Quantitative total of 800 or more, or MAT score of 33. Students taking the GRE must submit the writing sample but no minimum score is required.

Other Criteria
3 recommendations

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 30 semester hours with thesis; 36 semester hours without thesis

Required Courses:

- FDN 5000 Research Methods ................................................................. 3
- FDN 5861 History of Postsecondary Education in America ........................................ 3
- LHE 5250 Conflict Management in Educational Administration ........................................ 3
- LHE 5430 Organization and Administration of Postsecondary Education .................... 3
- LHE 5700 Educational Leadership .............................................................. 3
- LHE 5840 College Finance and Personnel Administration ........................................... 3
- LHE 5900 Internship/Field Study ........................................................................ 2-8
  *(Required for students with no administration experience in postsecondary education. Three hours is the typical load for an administrative internship.)
- LHE 5990 The Law of Higher Education .................................................................. 3

Suggested Electives:
(Selected with the advice and approval of graduate advisor)

- Emphasis in cognitively related area such as Business, Political Science, Sociology

AND/OR

- LHE 5080 Introduction to Adult Education ......................................................... 3
- LHE 5780 Grantsmanship in Education .............................................................. 3
- LHE 5810 Planning Educational Programs ....................................................... 3
- LHE 5999 Thesis .................................................................................................. 2-4

Thesis Option:

- Electives ........................................................................................................... 0-7

SUBTOTAL HOURS .......................................................................................... 21-29

OR

Non-Thesis Option:

- Electives ........................................................................................................... 7-15

SUBTOTAL HOURS ........................................................................................ 7-15

TOTAL HOURS .................................................................................................. 30 or 36

Thesis: Optional. (This option is available and students are encouraged to consider it.)

Language Proficiency: None required

Comprehensive: Prior to graduation, the student must successfully complete a comprehensive examination.

Product of Learning: None required

MASTER OF ARTS IN HIGHER EDUCATION, ADULT EDUCATION

Major Code: 451A

Prerequisites:
Baccalaureate degree from an accredited college or university.

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 official MAT scores from The Psychological Corporation.

OR
GPA for the last 60 hours of undergraduate study above 2.70, but below 3.0, and GRE Verbal and the GRE Quantitative total of 800 or more, or MAT score of 33. Students taking the GRE must submit the writing sample but no minimum score is required.

Other Criteria
3 recommendations

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer
Leadership and Educational Studies

180

**Hours:** 30 semester hours with thesis; 36 semester hours without thesis

**Required Courses:**

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<tr>
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<th>Course Title</th>
<th>Hours</th>
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<tr>
<td>FDN</td>
<td>Research Methods</td>
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<tr>
<td>LHE</td>
<td>Planning and Conducting Adult Learning Experiences</td>
<td>3</td>
</tr>
<tr>
<td>LHE</td>
<td>Introduction to Adult Education</td>
<td>3</td>
</tr>
<tr>
<td>LHE</td>
<td>Instruction in Postsecondary Institutions</td>
<td>3</td>
</tr>
<tr>
<td>LHE</td>
<td>The Adult Learner</td>
<td>3</td>
</tr>
<tr>
<td>LHE</td>
<td>Planning Educational Programs</td>
<td>3</td>
</tr>
<tr>
<td>*LHE</td>
<td>Internship/Field Study</td>
<td>2-8</td>
</tr>
</tbody>
</table>

*(Required for students with no administrative or teaching experience in the field of adult education. Three hours is the typical load for an internship.)*

**Suggested Electives:**

(Selected with the advice and approval of graduate advisor.)

Emphasis in a cognitively related area

AND/OR

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LHE</td>
<td>Conflict Management in Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>LHE</td>
<td>Community, Junior, and Technical Colleges</td>
<td>3</td>
</tr>
<tr>
<td>LHE</td>
<td>Organization and Administration of Postsecondary Education</td>
<td>3</td>
</tr>
<tr>
<td>LHE</td>
<td>Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LHE</td>
<td>Grantsmanship in Education</td>
<td>3</td>
</tr>
<tr>
<td>LHE</td>
<td>Developmental Studies in Postsecondary Institutions</td>
<td>3</td>
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</tbody>
</table>

**Leadership and Educational Studies Thesis Option:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LHE</td>
<td>Thesis</td>
<td>2-4</td>
</tr>
<tr>
<td>Electives</td>
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<td>0-10</td>
</tr>
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</table>

**SUBTOTAL HOURS** 18-26

**Non-Thesis Option:**

| Electives |                                                | 10-18  |

**SUBTOTAL HOURS** 10-18

**TOTAL HOURS** 30 or 36

**Thesis:** Optional. (This option is available and students are encouraged to consider it.)

**Language Proficiency:** None required

**Comprehensive:** Prior to graduation, the student must successfully complete a comprehensive examination.

**Product of Learning:** None required

**MASTER OF ARTS IN HIGHER EDUCATION, DEVELOPMENTAL STUDIES**

**Major Code:** 452A

**Prerequisites:**

Baccalaureate degree from an accredited college or university.

**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 official MAT scores from The Psychological Corporation.

**OR**

GPA for the last 60 hours of undergraduate study above 2.70, but below 3.0, and GRE Verbal and the GRE Quantitative total of 800 or more, or MAT score of 33. Students taking the GRE must submit the writing sample but no minimum score is required.

**Other Criteria**

3 recommendations

**Deadline**

1 July for Fall/ 1 November for Spring/ 1 April for Summer

**Hours:** 30 semester hours with thesis; 36 semester hours without thesis
Required Courses:

- **FDN 5000** Research Methods ................................................................. 3
- **LHE 5440** Instruction in Postsecondary Institutions ........................................ 3
- **LHE 5630** The Adult Learner ........................................................................ 3
- **LHE 5700** Educational Leadership .................................................................. 3
- **LHE 5890** Developmental Studies in Postsecondary Institutions .................... 3
- **LHE 5900** Internship/Field-Study ................................................................... 3

*(Required for students with no experience in the field of developmental education.)*

**SUBTOTAL HOURS** .......................................................................................... 15-18

Suggested Electives:

(Selected with the advice and approval of graduate advisor.)

Emphasis in a cognitively related area:

A) Teaching subject area (i.e., English, mathematics, reading). Students planning to teach in higher education institutions are encouraged to take 18 hours.

B) Counseling and Psychology

C) Administration and Management

**Thesis Option:**

- **LHE 5999** Thesis .............................................................................................. 2-4
- Electives .................................................................................................................. 8-13

**SUBTOTAL HOURS** .......................................................................................... 12-15

**OR**

**Non-Thesis Option:**

Electives .................................................................................................................. 18-21

**SUBTOTAL HOURS** .......................................................................................... 18-21

**TOTAL HOURS** .............................................................................................. 30 or 36

**Thesis:** Optional. (This option is available and students are encouraged to consider it.)

**Language Proficiency:** None required

**Comprehensive:** Prior to graduation, the student must successfully complete a comprehensive examination.

**Product of Learning:** None required

**MASTER OF ARTS IN HIGHER EDUCATION, TEACHING**

**Major Code:** 453A

**Prerequisites:**

Baccalaureate degree from an accredited college or university.

**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 official MAT scores from The Psychological Corporation.

**OR**

GPA for the last 60 hours of undergraduate study above 2.70, but below 3.0, and GRE Verbal and the GRE Quantitative total of 800 or more, or MAT score of 33. Students taking the GRE must submit the writing sample but no minimum score is required.

**Other Criteria**

3 recommendations

**Deadline**

1 July for Fall/ 1 November for Spring/ 1 April for Summer

**Hours:** 30 semester hours with thesis; 36 semester hours without thesis

**Required Courses:**

**Professional Education Requirements:**

- **FDN 5000** Research Methods ......................................................................... 3

**OR**

Research course in teaching-subject area

- **LHE 5050** Planning and Conducting Adult Learning Experiences ....................... 3
- **FDN 5861** History of Postsecondary Education in America .................................. 3
- **LHE 5440** Instruction in Postsecondary Institutions ........................................... 3
Leadership and Educational Studies

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LHE 5630 The Adult Learner ................................................................. 3
*LHE 5900 Internship/Field Study ......................................................... 3
*(This is required for students with no teaching experience.)

SUBTOTAL HOURS .................................................................................. 15-18

Teaching Track:
Students are strongly encouraged to take courses in teaching-subject discipline with the advice of faculty in their disciplines.

SUBTOTAL HOURS .................................................................................. 18

Suggested Electives:
   LHE 5080 Introduction to Adult Education ............................................. 3
   LHE 5420 Community, Junior, and Technical Colleges .............................. 3
   LHE 5890 Developmental Studies in Postsecondary Institutions ............. 3

Thesis Option:
   LHE 5999 Thesis .................................................................................. 2-4
   Electives .................................................................................................. 0

SUBTOTAL HOURS .................................................................................. 2-4

OR

Non-Thesis Option:
   Electives .................................................................................................. 0-3

SUBTOTAL HOURS .................................................................................. 0-3

TOTAL HOURS ....................................................................................... 30 or 36

Thesis: Optional. (This option is available and students are encouraged to consider it.)

Language Proficiency: None required

Comprehensive: Prior to graduation, the student must successfully complete a comprehensive examination.

Product of Learning: None required

MASTER OF LIBRARY SCIENCE IN LIBRARY SCIENCE, GENERAL

Major Code: 465*

Concentrations: Public Libraries (Code: 465C)
   School Libraries (Code: 465B)

The Department of Leadership and Educational Studies offers programs of study which lead to the Master of Library Science (M.L.S.) degree with a major in Library Science, General and two different areas of concentration: Public Libraries and School Libraries. Programs of Study for the two M.L.S. concentrations are listed below.

MASTER OF LIBRARY SCIENCE IN LIBRARY SCIENCE, GENERAL

Major Code: 465*

Concentration: Public Libraries (Code: 465C)

Prerequisites:
Baccalaureate degree from an accredited college or university.
The School Libraries concentration requires a North Carolina “A” license or the equivalent from another state.

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 official MAT scores from The Psychological Corporation.

OR
Cumulative GPA or last-60-hours GPA below 3.0 but above 2.69, and official MAT score of 33 or official GRE Verbal plus Quantitative score of 800.

Other Criteria for All Applicants
3 recommendations
Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 39 semester hours
Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDN 5000</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<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 5045</td>
<td>Administration of the Public Library</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>
</tr>
<tr>
<td>LIB 5900</td>
<td>Internship/Practicum</td>
<td>3</td>
</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.)

SUBTOTAL HOURS ................................................................. 27

Electives: .................................................................................. 12

(All electives must be approved in advance by the student’s advisor.)

SUBTOTAL HOURS ..................................................................... 12

TOTAL HOURS ........................................................................ 39

Thesis: None required

Language Proficiency: None required

Comprehensive: A written comprehensive examination is required of all students.

Product of Learning: None required

MASTER OF LIBRARY SCIENCE IN LIBRARY SCIENCE, GENERAL+

Major Code: 465*
Concentration: School Libraries (Code: 465B)

+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.

Requirements for Media Coordinator (076) Licensure for School Librarians:
The 076 Media Coordinator Licensure in Library Science is approved by the North Carolina State Department of Public Instruction and the National Association for the Accreditation of Teacher Educators (NCATE) and reflects Media Coordinator (School Librarian) competencies required by the State as well as those approved by the American Association of School Librarians (AASL). Completion earns the student the Master of Library Science degree and entitles him/her to 076 Media Coordinator Licensure in the State of North Carolina. Students must plan their Program of Study in consultation with an advisor, and file the plan with the Graduate School early in their degree program.

Prerequisites:
Baccalaureate degree from an accredited college or university. The School Libraries concentration requires a North Carolina “A” license or the equivalent from another state.

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 official MAT scores from The Psychological Corporation.

OR
Cumulative GPA or last-60-hours GPA below 3.0 but above 2.69, and official MAT score of 33 or official GRE Verbal plus Quantitative score of 800.

Other Criteria for All Applicants
3 recommendations

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 37-39 semester hours

Library Science and Allied Field Requirements:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<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 5040</td>
<td>Management of the School Library Media Center</td>
<td>3</td>
</tr>
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</table>
**LIB 5080** The School Library Media Program .......................................................... 3
**LIB 5140** Electronic Research .................................................................................. 3
**LIB 5160** Critical Evaluation of Library Media for Young Adults ............................ 3
**LIB 5190** Critical Evaluation of Library Media for Children ................................... 3

**SUBTOTAL HOURS** ........................................................................................................... 24

**C I 5630** Instructional Technology .......................................................... 3
OR
**FDN 5220** Computers in Educational Settings .................................................. 3
OR
**FDN 5320** Telecommunications Technologies in Education ............................ 3
OR
**FDN 5420** Hypermedia in Instruction ............................................................. 3
OR
**LIB 5530-5549** Approved Selected Topics Course ........................................... 3

**SUBTOTAL HOURS** ........................................................................................................... 3

**FDN 5000** Research Methods .................................................................................. 3
OR
**FDN 5560** Classroom Assessment ........................................................................... 3

**SUBTOTAL HOURS** ........................................................................................................... 3

**LIB 5525** Product of Learning .................................................................................. 1-3
**LIB 5900** Internship/Practicum ............................................................................. 3

**SUBTOTAL HOURS** ........................................................................................................... 4-6

 Electives: .......................................................................................................................... 3

(To be selected in consultation with the advisor.)

**SUBTOTAL HOURS** ........................................................................................................... 3

**TOTAL HOURS** ................................................................................................................ 37-39

**Thesis:** None required

**Language Proficiency:** None required

**Comprehensive:** None required

**Product of Learning:** Required

**MASTER OF SCHOOL ADMINISTRATION**

**Major Code:** 433A

The Department of Leadership and Educational Studies offers a program of study which leads to the Master of School Administration degree. This program prepares persons for a school principalship at all levels of public schools. Such a program leads to initial licensure as a school administrator in North Carolina. The purpose of the program is to prepare entry-level leaders in the governance and administration of the public schools. The focus is essentially directed towards site-based administration.

**Prerequisites:**
Baccalaureate degree from an accredited college or university.
North Carolina “A” license or the equivalent from another state.
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)

**Basic Criteria for Consideration for Consideration**
Cumulative undergraduate GPA of 3.5, GREV + GREQ of at least 800 with minimum GREV of 400, and GREW at least 3.5. MAT score in the 45-50th percentile may be substituted.

OR
Minimum cumulative undergraduate GPA of 3.5 and GREV + GREQ of at least 900 on a GRE test taken before November 2002.

**Other Criteria for All Applicants**
Evidence of leadership activity in schools and/or related settings
Interview
Writing sample
3 recommendations

**Deadline**
1 April for Fall admission; Nov. 1 for Spring admission

_N.B. Applicants to the School Administration program must complete a separate MSA Application Form._
Hours: 42 semester hours

Required Courses:

Area I: Administrative Knowledge Base: Required Courses (27 hours):

Educational Leadership (15 hours):

LHE 5030 The Principalship ................................................................. 3
LHE 5400 Guiding and Developing Human Resources in Schools ............ 3
LHE 5600 School Law ........................................................................... 3
LHE 5700 Educational Leadership ......................................................... 3
LHE 5820 Theory and Development in Educational Organizations .......... 3

Educational Foundations (6 hours):

FDN 5560 Classroom Assessment ......................................................... 3
FDN 5840 Social and Philosophical Foundations of Education .................. 3

Curriculum Leadership (6 hours):

CI 5050 Supervision of Instruction
CI 5230 Studies in Applied Instruction

Area II: Leadership Praxis: The Internship (9 hours):

LHE 5900 Internship ........................................................................... 9

Area III: Professional Development Electives (6 hours):

(Two courses chosen from the Leadership and Educational Studies approved list of nine):

CI 5060 Curriculum Planning ............................................................... 3
OR
CI 5055 Connecting Learners and Subject Matter ..................................... 3
FDN 5000 Research Methods ............................................................... 3
FDN 5220 Computers in Educational Settings ....................................... 3
FDN 5801 Education of the Culturally Diverse ...................................... 3
LHE 5070 School-based Evaluation ...................................................... 3
LHE 5180 School Fiscal and Operations Management ......................... 3
LHE 5800 Critical Inquiry and Thought in Educational Leadership .......... 3
LHE 5850 Politics and Public Policy Analysis in Educational Leadership .. 3
FDN/CI/RE/SPE 5040 Teacher as Researcher ........................................ 3

(Other elective options are possible with the recommendation of the advisor/coordinator and the approval of the Department Chair.)

SUBTOTAL HOURS .................................................................................. 36

TOTAL HOURS ......................................................................................... 42

Thesis: None required

Language Proficiency: None required

Comprehensive: Prior to graduation, the student must successfully complete a comprehensive examination.

Product of Learning: None required

EDUCATIONAL SPECIALIST IN EDUCATIONAL ADMINISTRATION

Major Code: 428A

Program Goals:

Purpose - To provide 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 plant, 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.

Prerequisites:

A Master's degree in School Administration from an accredited college or university.

Applicants must hold the MSA or equivalent school administration master's-level degree.
Current principal licensure (NC licensure code 12 or its equivalent from another state).
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. This Ed.S degree leads to NC superintendent licensure.

**Basic Criteria for Consideration**
Cumulative graduate GPA of 3.5, GREV + GREQ of at least 900 with minimum GREV of 400, and GRE at least 3.5. MAT score of 41 or higher may be substituted.

**OR**
Minimum cumulative graduate GPA of 3.5 and GREV + GREQ of at least 900 on a GRE test taken before November 2002.

**Other Criteria for All Applicants**
Evidence of leadership activity in schools and/or related settings
Interview
Writing sample
3 recommendations

**Deadline**
1 April for Fall admission (Done in cohorts)

N.B. Applicants to the School Administration program must complete a separate EdS in School Administration Application Form.

**Hours: 30 semester hours**

**Required Courses for Ed.S. Degree and Advanced Principal Licensure:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LHE 6300</td>
<td>Personnel Administration in Education</td>
<td>3</td>
</tr>
<tr>
<td>LHE 6400</td>
<td>Administering Change in Education</td>
<td>3</td>
</tr>
<tr>
<td>LHE 6700</td>
<td>Politics in Administration</td>
<td>3</td>
</tr>
<tr>
<td>LHE 6900</td>
<td>Internship/Field Study</td>
<td>6</td>
</tr>
</tbody>
</table>

**SUBTOTAL HOURS** ................................................................. 15

**Options/Electives:**

**Required Courses for Superintendent Licensure:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LHE 6180</td>
<td>School Finance</td>
<td>3</td>
</tr>
<tr>
<td>LHE 6491</td>
<td>Educational Facilities</td>
<td>3</td>
</tr>
</tbody>
</table>

**SUBTOTAL HOURS** .................................................................................................................. 6

**Electives**

(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 College of Education as well as in other colleges in the University in developing an area of specialization.)

**SUBTOTAL HOURS** .................................................................................................................. 9-15

**TOTAL HOURS** ....................................................................................................................... 30

**Thesis**: None required

**Language Proficiency**: None required

**Comprehensive**: Prior to graduation, the student must successfully complete a comprehensive examination.

**Product of Learning**: None required

**EDUCATIONAL SPECIALIST IN HIGHER EDUCATION, ADMINISTRATION**

**Major Code**: 450A

**Prerequisites**: Master's degree from an accredited college or university.

**Basic Criteria for Consideration**
GPA from the master's degree above 3.5. Applicant must present scores from the GRE or MAT but no minimum score is required.

**OR**
GPA from the master’s degree of 3.25 to 3.5, and minimum of 900 on the GRE Verbal and GRE Quantitative, or MAT score of 41. Applicants taking the GRE must submit the writing sample but no minimum score is required.

**Other Criteria for All Applicants**
3 recommendations

**Deadline**
1 July for Fall/ 1 November for Spring/ 1 April for Summer
**Leadership and Educational Studies**

**EDUCATIONAL SPECIALIST IN HIGHER EDUCATION, ADULT EDUCATION**

**Major Code:** 451A  

**Prerequisites:**  
Master’s degree from an accredited college or university.

**Basic Criteria for Consideration**  
GPA from the master’s degree above 3.5. Applicant must present scores from the GRE or MAT but no minimum score is required.  
**OR**  
GPA from the master’s degree of 3.25 to 3.5, and minimum of 900 on the GRE Verbal and GRE Quantitative, or MAT score of 41.  
Applicants taking the GRE must submit the writing sample but no minimum score is required

**Other Criteria for All Applicants**  
3 recommendations

**Deadline**  
1 July for Fall/ 1 November for Spring/ 1 April for Summer

**Hours:** 30 semester hours

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>FDN 5861</td>
<td>History of Postsecondary Education in America</td>
</tr>
<tr>
<td>LHE 6040</td>
<td>Readings in Postsecondary Education</td>
</tr>
<tr>
<td>LHE 6631</td>
<td>Teaching and Learning in Postsecondary Education</td>
</tr>
<tr>
<td>LHE 6650</td>
<td>Seminar in Postsecondary Education</td>
</tr>
</tbody>
</table>

**SUBTOTAL HOURS** ................................................................. 12

**Options/Electives:**

Courses other than the core requirement will be selected by the student in consultation with the advisor.

**SUBTOTAL HOURS** ................................................................. 16-18

The individualized section of the Educational Specialist’s program should be congruent with the student’s occupational goal and can include course work in cognitive areas, preparation of thesis, or general professional development.

**Thesis:** Optional  
LHE 6999 Educational Specialist Thesis ......................................................... 2-4

**TOTAL HOURS** ............................................................................ 30

**Language Proficiency:** None required

**Comprehensive:** During the final term in the program, the student must demonstrate proficiency through successfully completing a comprehensive examination.

**Product of Learning:** None required
EDUCATIONAL SPECIALIST IN HIGHER EDUCATION, DEVELOPMENTAL STUDIES
Major code: 452A

Prerequisites:
Master’s degree from an accredited college or university.

Basic Criteria for Consideration
GPA from the master’s degree above 3.5. Applicant must present scores from the GRE or MAT but no minimum score is required. OR
GPA from the master’s degree of 3.25 to 3.5, and minimum of 900 on the GRE Verbal and GRE Quantitative, or MAT score of 41. Applicants taking the GRE must submit the writing sample but no minimum score is required

Other Criteria for All Applicants
3 recommendations

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 30 semester hours

Required Courses:

FDN 5861 History of Postsecondary Education in America .................................................. 3
LHE 6040 Readings in Postsecondary Education ................................................................. 3
LHE 6631 Teaching and Learning in Postsecondary Education ........................................... 3
LHE 6650 Seminar in Postsecondary Education ................................................................. 3

SUBTOTAL HOURS .................................................................................................................... 12

Options/Electives:
Courses other than the core requirement will be selected by the student in consultation with the advisor.

SUBTOTAL HOURS ..................................................................................................................... 16-18

The individualized section of the Educational Specialist’s program should be congruent with the student’s occupational goal and can include course work in cognitive areas, preparation of thesis, or general professional development.

Thesis: Optional
LHE 6999 Educational Specialist Thesis ................................................................................. 2-4

TOTAL HOURS .......................................................................................................................... 30

Language Proficiency: None required

Comprehensive: During the final term in the program, the student must demonstrate proficiency through successfully completing a comprehensive examination.

Product of Learning: None required

EDUCATIONAL SPECIALIST IN HIGHER EDUCATION, TEACHING
Major Code: 453A

Prerequisites:
Master’s degree from an accredited college or university.

Basic Criteria for Consideration
GPA from the master’s degree above 3.5. Applicant must present scores from the GRE or MAT but no minimum score is required. OR
GPA from the master’s degree of 3.25 to 3.5, and minimum of 900 on the GRE Verbal and GRE Quantitative, or MAT score of 41. Applicants taking the GRE must submit the writing sample but no minimum score is required

Other Criteria for All Applicants
3 recommendations

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 30 semester hours

Required Courses:

FDN 5861 History of Postsecondary Education in America .................................................. 3
LHE 6040 Readings in Postsecondary Education ................................................................. 3
LHE 6631 Teaching and Learning in Postsecondary Education ........................................... 3
LHE 6650 Seminar in Postsecondary Education ................................................................. 3

SUBTOTAL HOURS .................................................................................................................... 12
Options/Electives:
Courses other than the core requirement will be selected by the student in consultation with the advisor.

SUBTOTAL HOURS .......................................................................................................................................................... 16-18

Thesis: Optional
LHE 6999 Educational Specialist Thesis .............................................................................................................. 2-4

TOTAL HOURS ........................................................................................................................................................... 30

Language Proficiency: None required

Comprehensive: During the final term in the program, the student must demonstrate proficiency through successfully completing a comprehensive examination.

Product of Learning: None required

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COMMUNITY, JUNIOR AND TECHNICAL COLLEGE TEACHING (NON-LICENSEURE) PROFESSIONAL EDUCATION REQUIREMENTS:
Majors available to students are: English, French, history, industrial education, political science, *social science, and Spanish. For required courses in the academic field, see the appropriate department.

*See the Social Science section of the catalog and/or department in which the area of concentration is offered.

Prerequisite: A baccalaureate degree from an accredited college or university is required.

Professional Education Courses: (6-12 semester hours)
(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.)

Electives/Other Courses:
(Should be chosen with the advice and approval of the graduate advisor.)

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(Front a description of the course abbreviations used in the following list of courses, see page 46.)

FOUNDATIONS OF EDUCATION (FDN)

FDN 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.

FDN 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/RE/SPE 5040.)

FDN 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 instructor.

FDN 5320. Telecommunications Technologies in Education/(3).F;S.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.

FDN 5420. Hypermedia in Instruction/(3).F;S.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.

FDN 5430. Issues in Learning with Computers/(3).F;S.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.


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 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. Students will also receive instruction on applying ABC Tools, software provided by the State of North Carolina, for analyzing ABC test results. Each student will be required to complete an action research project related to classroom assessment practices.

FDN 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.)

FDN 5620. Integrating Computer Technology into Instruction/(3).F;S. 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.

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.

FDN 5720. Planning for Instructional Technology in Schools/(3).F;S. 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.

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 5870. Statistical Applications in Education/(2).F.
Advanced statistical methods and analysis as applied to education.

FDN 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.

FDN 5999. Graduate Research/(1-9).F;S. T
his course is designed to provide access to University facilities for continuing graduate research at the master’s and specialist’s levels. It is graded on an S/U basis and does not count toward a degree.

For (077) Instructional Technology Specialist only. Graded on an S/U basis.

FDN 6000. Seminar in Research Design/(1-3).F;S.
The application of research techniques in the investigation of educational problems. This course is of particular value in the definition and design of the research required for advanced graduate degrees.


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

FDN 6570. Statistical Applications in Education/(2).F.

FDN 6600. Historical Survey of Reading Education/(3).F.
The study of the historical development of reading 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 6601. 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.

LEADERSHIP AND HIGHER EDUCATION (LHE)

LHE 5010. Public School Administration/(3).F.
An introductory study of basic structure, organization, and philosophical theories and administration of public schools of the U.S.

LHE 5030. The Principalship/(3).F;S.
The purpose of this course is to help students better understand the functions and purposes of the principalship. Theories, principles, and practices applicable to the organizational components of schools will be emphasized.

LHE 5050. Planning and Conducting Adult Learning Experiences/(3).S.
An analysis of the role of the adult educator in planning and con-
ducting experiences designed to facilitate particular learning outcomes. Special attention is given to the creation of a learning environment within which the adult educator works with individuals and groups. (Dual-listed with LHE 4750.)

This course is designed to help prospective school administrators learn the central role of assessment and evaluation as a part of their general leadership responsibilities in schools. The demands for school-based accountability coupled with the continuing need to justify allocation of resources make this course particularly important. Students will learn how to use evaluation as a tool to facilitate planning, decision-making, and allocation of scarce resources.

LHE 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. (Dual-listed with LHE 4980.)

This course is designed for entry-level school administrators at the school building level. It will provide an intense study of fiscal operations and management, maintenance and property control, and emergency planning at the building level. Emphasis will be placed on planning for emergencies and the development of staff utilization plans at the building level.

LHE 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.

LHE 5300. Community Education and the Public School Administrator/(2). On Demand.
Designed to familiarize the student with the variety of models of community education and community schools together with the underlying philosophy of each. Particular emphasis will be placed on the administration of community education from the point of view of the public school administrator.

This course is designed for entry-level school leaders, particularly the K-12 schools and certain post-secondary settings. The course will focus on the thinking and activities site-based leaders and managers bring to human resource development in K-12 schools and other educational settings. Emphasis will be placed on the administrator’s role, at the building level, in human resources development.

LHE 5420. Community, Junior, and Technical Colleges/(3).F.S.
An analysis of public and private two-year educational institution in the United States. An overview is given to the study of historical development, student characteristics, role of faculty and administration, curriculum and instructional development, adult education programs, and research in recent trends in these institutions.

LHE 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.

LHE 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.

LHE 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.

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.

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

LHE 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.)

LHE 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.

LHE 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.

LHE 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.

LHE 5780. Grantsmanship in Education/(3). On Demand.
A study of fiscal resources available to researchers and practitioners in professional education, involving identification of funding
Leadership and Educational Studies

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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.

LHE 5800. Critical Inquiry and Thought in Educational Leadership/(3).F;S;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.

LHE 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.

LHE 5820. Theory and Development in Educational Organizations/(3).F;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.

LHE 5840. College Finance and Personnel Administration/(3).F.
A study of financial and personnel management principles as related to higher education. Consideration is given to sources of funds, budgeting, purchasing, and financial accountability in higher education. Personnel policies, issues, and problems relating to the educational management function are studied.

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.

LHE 5870. The School Administrator in Contemporary Society/(3).On Demand.
This course is designed to study the school administrator’s role in the context of contemporary society. Particular emphasis is placed on: the interrelationships that exist among institutions within a community, the changing attitudes of groups, of individuals, the traditional family, and educational agencies. The course is intended to provide the student with an appreciation of the current and possible function of schools.

LHE 5890. Developmental Studies in Postsecondary Institutions/(3).F.
A study of the historical development, theoretical foundations, and important characteristics of effective developmental education programs in postsecondary institutions.

LHE 5900. Internship/Field Study/(1-9).F;S.

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. Offered on an S/U basis for MA degree students.

School Administration and Supervision Internship/Field Study/(1-9).F;S.
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 agencies. Offered on S/U basis for MA/MSA degree students.

LHE 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. (Dual-listed with LHE 4960.)

LHE 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. (Dual-listed with LHE 4970.)

LHE 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. It is graded on an S/U basis and does not count toward a degree.

LHE 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.

LHE 5999. Thesis/(2-4).F;S.
Graded on an S/U basis.

LHE 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.

A course for students preparing for positions as general county or city school supervisors. Includes methods of evaluating staff and the planning of staff development programs for the improvement of instruction.

LHE 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.

LHE 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.

**LHE 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.

**LHE 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.

**LHE 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.

**LHE 6530-6549. Selected Topics/(1-4).On Demand.**
Topics considered may include the following: Seminar in Educational Leadership; and Seminar in College Administration, etc.

**LHE 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.

**LHE 6600. Seminar in Legal Problems/(3).S.**
Current legal issues and problems related to organization and administration of public and private educational institutions.

**LHE 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.

**LHE 6650. Seminar in Postsecondary Education/(3).S.**
To provide an opportunity in which the student can integrate the knowledge and skills gained in the program of study. This is a summative experience which is designed to be incorporated toward the end of the graduate program and will emphasize the personal and professional development of post-secondary personnel.

**LHE 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.

**LHE 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.

**LHE 6900. Internship/Field Study**
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 post-secondary educational institutions or other appropriate agencies. Offered on an S/U basis for Ed.S. degree students.

**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 a public school, public school system, or other appropriate agencies. Offered on an S/U basis for Ed.S. degree students.

**LHE 6999. Educational Specialist Thesis/(2-4).F;S.**
Offered on an S/U basis.

**LIBRARY SCIENCE (LIB)**

**LIB 5010. Building Library and Media Center Collections/(3).F.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).F.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).S.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).F.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).F.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).S.On Demand.**
Library automation and technology for administrative and instructional applications in libraries and media centers. Explores current and emerging technologies including computers, CD-ROM, video, telecommunications, interactive video, and multimedia, relating them to the instructional, bibliographic and administrative roles of the educational and public library media specialist.
Concepts and current practices related to the planning, implement-
ing, and evaluating of a school media program as an integral part of a school curriculum, including its history and development.

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. Prerequisites: 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 finders are all explored through hands-on computer experience. Prerequisites: LIB 5020 and either LIB 5050 or, with instructor approval, demonstrate computer competency through portfolio presentation.

LIB 5150. Library Services to Youth/(3).F. 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).F;S. 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 children, library media programs and services are surveyed and demonstrated.

Survey of the development and forms of books and libraries from ancient times to the present.

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: 5020, 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, 5030, 5050.

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, 5030, 5050, or permission of the instructor.

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.

Graded on S/U basis only.

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 supervising librarian and university supervisor. Placement is made only with advice and approval of 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. It is graded on an S/U basis and does not count toward a degree.

LIB 5999. Thesis/(2-4).F;S.
Graded on an S/U basis.

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).S.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.
The Department of Management offers course work at the graduate level which forms a part of the MBA degree program (see MBA program description, pages 73-76). Prerequisite to graduate study is admission to the MBA program or permission of the department chair.

The department also participates in a program leading to the Master of Arts degree in Industrial-Organizational Psychology & Human Resource Management.

The Department of Management offers a graduate certificate in Human Resource Management. For more information, contact the Cratis D. Williams Graduate School at 828-262-2130 or visit our website at: www.graduate.appstate.edu.

MASTER OF ARTS IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY AND HUMAN RESOURCE MANAGEMENT

Major Code: 258A

Prerequisites:
Baccalaureate degree from an accredited college or university.
PSY 1200 General Psychology
STT 2810 Introduction to Data Analysis and Statistical Inference

Basic Criteria for Consideration
Minimum requirement for admission: (Undergraduate GPA X 400) + GRE-V + GRE-Q = 2100

Other Criteria for All Applicants
Statement not exceeding two pages describing the applicant’s academic and professional goals
Resume or vita
Three letters of recommendation

Deadline
1 March for Fall admission. No spring admission.

Hours: 48 semester hours

Required Courses:

General Psychology Core:

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 5020</td>
<td>Research Methods in Psychology</td>
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<tr>
<td>PSY 5030</td>
<td>Quantitative Methods in Psychology</td>
<td>3</td>
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<tr>
<td>PSY 5150</td>
<td>Pro-Seminar I: Learning and Cognition</td>
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<td>PSY 5200</td>
<td>Pro-Seminar II: Social and Personality Psychology</td>
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SUBTOTAL HOURS .................................................................................................................. 12

Functional Interdisciplinary Core:

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<tr>
<td>MGT 5040</td>
<td>Employment Law</td>
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</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>
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</table>

SUBTOTAL HOURS .................................................................................................................. 21
Other Courses:

- PSY 5998 Thesis Proposal ................................................................. 3
- AND
- PSY 5999 Thesis ........................................................................................................... 3
- OR
- MGT 5900 Internship ........................................................................................................ 6
- OR
- PSY 6900 Internship ........................................................................................................ 6

SUBTOTAL HOURS ........................................................................................................... 6

Electives .................................................................................................................................................. 9

SUBTOTAL HOURS ........................................................................................................... 9

TOTAL HOURS ......................................................................................................................... 48

Thesis: Optional

Language Proficiency: Will be met by completion of PSY 5020

Comprehensive: Each candidate will satisfactorily complete a comprehensive examination administered by the departmental advisor.

Product of Learning: None Required

(For a description of the course abbreviations used in the following list of courses, see page 46).

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).F.
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 PSY 5065.)

MGT 5150. Behavioral Applications in Business/(3).F;S.
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 5160. Strategic Human Resource Management/(3).S.
Designed as a capstone course in the Interdisciplinary M.A. degree in Industrial-Organizational Psychology and Human Resource Management. A study of human resource policy and strategy and their application to the solution of strategic problems of the firm. Prerequisite: completion of 24 hours in an Appalachian graduate program.

MGT 5450. New Venture Management/(3).S.
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; FIR 5020.

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

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

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 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 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 5671. Training and Development/(3).S.
A study of the roles, functions, and skills of human resource de-
Management

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dopment 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 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 PSY 5672.)

MGT 5700. Contemporary Issues in Management and Leadership/(3).F;S.
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 3010. (Dual-listed with MGT 4700.)

MGT 5730. Small Business Institute/(3).S.
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. It is graded on an S/U basis and does not count toward a degree.

HEALTH CARE MANAGEMENT (HCM)

HCM 5550. Health Care Policy/(3).F;S.
The course will examine the process by which health care policy is formulated and implemented. 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. Other critical policy issues to be examined through case studies will include genetic engineering, organ transplantation and service competition. The impact of health care policy will be examined through site visitation at institution or program levels. Prerequisite: HCM 3110, 3130, 3950. (Dual-listed with HCM 4550.)

HCM 5560. Issues in Health Care Administration/(3).F;S.
An examination of topical environmental and managerial issues having current impact on the health care industry, with particular emphasis upon administrative implications. (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, 3130, FIR 3680, or permission of instructor. (Dual-listed with HCM 4570.)

HCM 5580. Health Services Program Evaluation and Research/ (3).S.
This course shall involve an overview of the fundamentals of health services program evaluation and research. Included are the techniques of program evaluation and an overview of the wide variety of methodological approaches currently being taken within the field of health services research to study and understand fundamental health care issues and problems. Prerequisite: ECO 2200. (Dual-listed with HCM 4580.)
The Department of Marketing offers course work at the graduate level which forms a part of the MBA degree program (see MBA program description, pages 69-70). Prerequisite to graduate study is admission to the MBA program or permission of the Assistant Dean for Graduate Studies and External Programs, Walker College of Business.

(For a description of the course abbreviations used in the following list of courses, see pages 46.)

MARKETING (MKT)

MKT 5045. Marketing Research and Information Systems/(3).S.
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, Walker College of Business; MBA 5410; CIS 5280; FIR 5020.

MKT 5500. Independent Study/(1-4).F;S.
(Dual-listed with MKT 4500.)

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

MKT 5550. International Marketing/(3).F;S.
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). (Dual-listed with MKT 4550.)

MKT 5610. Consumer Behavior/(3).F;S.
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). (Dual-listed with MKT 4610.)

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. It is graded on an S/U basis and does not count toward a degree.
The Department of Mathematical Sciences offers graduate programs which are designed to prepare graduates for careers in teaching at the secondary and community, junior and technical college level, as well as preparation 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 degree programs are offered:

1. Master of Arts in Mathematics, Education (Major Code: 263*), with one concentration
   (a) Secondary School Teaching (Code: 263S)

2. Master of Arts in Mathematics (Major Code: 264*), with one concentration
   (a) College Teaching (Code: 264B)

**MASTER OF ARTS IN MATHEMATICS, EDUCATION+**

**Major Code:** 263*

**Concentration:** Secondary School Teaching (Code: 263S)

**Prerequisites:**
Baccalaureate degree in mathematics or a related field from an accredited college or university. Undergraduate course work 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 course work after entering the graduate program.

North Carolina “A” license or the equivalent from another state.

**Basic Criteria for Consideration**
(Undergraduate GPA X 400)+ GRE Verbal + GRE Quantitative = 2000

**Other Criteria for All Applicants**
3 recommendations

**Deadline**
1 July for Fall/ 1 November for Spring/ 1 April for Summer
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.

**Hours:** 36 semester hours

**Required Core Courses:**
- CI/SPE 5045 Advanced Topics in Diversity ................................................................. 3
- CI/LHE 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

SUBTOTAL HOURS ........................................................................................................ 21-23

**Electives:** (must be approved by Graduate Advisory Committee)
- MAT 5941 Technology for Secondary School Mathematics ............................................. 3
- MAT 5952 Problem Solving .......................................................................................... 3
- MAT 5970 Number Theory Concepts .......................................................................... 3
- MAT 5980 Special Topics in Mathematics Education .................................................. 1-3

(Topics that could be rotated on a regular basis include: Geometry, Probability and Statistics, History of Math and Professional Standards in Mathematics Education)

Mathematical Sciences courses numbered 5000 level.
Courses in the College of Education may be used for up to 3 hours of electives with the permission of the advisory committee.

SUBTOTAL HOURS ........................................................................................................ 13-15

TOTAL HOURS .................................................................................................................... 36

**Thesis:** An optional part of Product of Learning

**Language Proficiency:** None required

**Comprehensive:** Written and oral examinations are required

**Product of Learning:** Required

**MASTER OF ARTS IN MATHEMATICS**

Major Code: 264*

Concentration: College Teaching(Code: 264B)

**Prerequisites:**
- Baccalaureate degree in mathematics or a related field from an accredited college or university.
- Undergraduate course work in statistics, linear algebra, differential equations and analysis. 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 400)+ GRE Verbal + GRE Quantitative = 2000

**Other Criteria for All Applicants**
- 3 recommendations

**Deadline**
- 1 July for Fall
- 1 November for Spring
- 1 April for Summer

**Hours:** 36 semester hours

**Required Courses:**
- MAT 5415 Seminar in the Pedagogy of Mathematics .................................................... 3
  (3 semesters at 1 hour each)
- MAT 5420 Teaching Apprenticeship ............................................................................. 3
  (3 semesters at 1 hour each)
- MAT 5610 Analysis I .................................................................................................... 3
- MAT 5620 Analysis II .................................................................................................. 3
- STT 5860 Mathematical Statistics I ............................................................................. 3
- STT 5865 Mathematical Statistics II ............................................................................ 3

SUBTOTAL HOURS ............................................................................................................ 18
Mathematical Sciences

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**Related Coursework**—Choose two from:

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<tr>
<td>MAT 5125</td>
<td>History of Mathematics</td>
<td>3</td>
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<tr>
<td>MAT 5230</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 5330</td>
<td>Mathematical Models</td>
<td>3</td>
</tr>
<tr>
<td>MAT 5370</td>
<td>Advanced Differential Equations</td>
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**SUBTOTAL HOURS** ................................................................. 6

**Electives** (6 additional hours in mathematical sciences)

Students may, with permission, take up to 3 hours outside of mathematical sciences. For students interested in pursuing careers in teaching at the college level, one of the following is recommended: LHE 5420, LHE 5440, LHE 5630, or LHE 5890

**SUBTOTAL HOURS** ................................................................. 6

**Capstone Component** (Choose one from list below) ................................................................. 6

- LHE 5900 Higher Education Internship/Field Study (3)

MAT 5525 Product of Learning (3)

**OR**

- MAT 5525 Product of Learning (3)

- ........ 3 additional hours in mathematical sciences (3)

**OR**

- MAT 5999 Thesis (6)

**SUBTOTAL HOURS** ................................................................. 6

**TOTAL HOURS** ................................................................. 36

**Thesis**: Optional part of capstone

**Language Proficiency**: Demonstrated proficiency in use of technology, subject to the approval of the academic graduate committee in mathematics.

**Comprehensive**: Written and oral examinations are required.

**Product of Learning/Capstone**: Required

**NOTE:**

During the first semester of course work, the candidate will meet with the Graduate Advisory Committee to design a program of study. Any subsequent changes in the program are made with the counsel and approval of this committee.

(For a description of the course abbreviations used in the following list of courses, see page 46.)

**MATHEMATICS (MAT)**

**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 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 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. Prerequisite: MAT 3220 (Real Variables), CS 1440 (Computer Programming) Corequisite: 5610. (Same as CS 5310.)
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 (Programming) and background in at least two of the utilized tools.

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 or 4250 (Probability and Statistics).

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.)

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), 3130 (Differential Equations), with MAT 3220 (Real Variables) recommended. (Dual-listed with MAT 4570.)

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.)

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 (Numerical Methods). (Same as C S 5990). (Dual-listed with MAT 4990.)

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 5415, Seminar in the Pedagogy of Mathematics.

MAT 5500. Independent Study/(1-3).F;S.
Prerequisite: 12 hours of graduate mathematics.

MAT 5525. Product of Learning/(1-3).F;S.On Demand.
Graded on S/U basis only.

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

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 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 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.)

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 fundamental concepts of analysis involving functions of a real variable. Prerequisite: Undergraduate major in mathematics.

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 3920 (Logic and Structure of Math) or permission of instructor. (Dual-listed with MAT 4930.)
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.

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.

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 an integral part of the grading scheme. Prerequisites: Knowledge of college algebra, calculus and linear algebra.

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/(2).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 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 parallellograms, similarity, space geometry, areas and volumes, and measurements related to circles. Prerequisite: MAT 3910 or 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 instructor.

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. It is graded on an S/U basis and does not count toward a degree.

MAT 5999. Thesis/(1-6).F;S.
Graded on an S/U basis only.

STATISTICS (STT)

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

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 instructor. (Dual-listed with STT 4820.)

STT 5830. Linear Regression Models/(4).S.
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 (Linear Algebra) and STT 3820 (Statistical Methods). (Dual-listed with STT 4830.)

STT 5860. Mathematical Statistics I/(3).F.
An introduction to the mathematical principles of statistical inference. Topics include a study of sampling theory, point and interval estimation, and hypothesis testing. Prerequisite: STT 4250 (Probability Models) and MAT 2130 (Calculus III). (Dual-listed with STT 4860.)

A study of mathematical statistics to include such topics as sampling distributions, consistency, best asymptotic normal estimators, sufficiency, maximum likelihood estimation, Bayes’ estimators, confidence intervals and tests of hypotheses. Prerequisite: STT 5860. (Dual-listed with STT 4865.)
The Mariam Cannon Hayes School of Music

William G. Harbinson, Dean and Professor  
Ph.D., Florida State University  
Music Theory

Joseph L. Amaya, Professor  
D.M., Florida State University  
Voice

Brian Bailey, Assistant Professor  
D.M., Indiana University  
Organ

Nancy Bargerstock, Lecturer  
M.M., Julliard School of Music  
Violin and Viola

Jon P. Beebe, Associate Professor  
D.M.A., University of Wisconsin at Madison  
Bassoon, Music Theory

Robert J. Falvo, Associate Professor  
D.M.A., Manhattan School of Music  
Percussion

Gabriel Fankhouser, Assistant Professor  
Ph.D., Florida State University  
Music Theory

William A. Gora, Professor  
D.M.A., University of Miami  
Conducting, Saxophone

Stephen M. Hopkins, Associate Professor  
D.M.A., University of Texas  
Choral Music

Jay C. Jackson, Assistant Dean and Professor  
D.M.A., University of Kansas  
Instrumental Conducting

Douglas G. James, Associate Professor  
D.M.A., University of Arizona  
Guitar

William Jones, Assistant Professor  
D.M.A., University of Kentucky  
Trumpet

Kenneth P. Lurie, Associate Professor  
D.M.A., Eastman School of Music  
Cello, Music Theory

Victor N. Mansure, Associate Professor  
D.M.A., University of Oregon  
Music History

Cathy McKinney, Associate Professor  
Ph.D., University of Miami  
Music Therapy

Harold V. McKinney, Professor  
D.A., University of Northern Colorado  
Philosophy of Music, Trombone

Scott R. Meister, Professor  
D.M.A., University of Miami  
Electronic Music, Music Theory

Douglas E. Miller, Professor  
Ed.D., University of North Carolina at Greensboro  
Clarinet

Julia A. Pedigo, Professor  
D.M.A., The University of Michigan  
Voice Performance

Rodney Reynerson, Professor  
D.M., Indiana University  
Piano

Sarah Elizabeth Rose, Associate Professor  
Ph.D., University of North Carolina at Greensboro  
Music Education

Karen Robertson Smith, Assistant Professor  
D.M.A., University of Missouri-Kansas City  
Horn, Brass

Maribeth Yoder-White, Associate Professor  
Ph.D., University of North Carolina at Greensboro  
Music Education

The Hayes School of Music offers the following degree programs:

(1) Master of Music degree with a major in Music Education (Major Code: 559*), with three concentrations for those students who desire a course of study in music teaching leading to Advanced licensure:
   (a) Band Directing (Code: 559D)
   (b) Choral Directing (Code: 559E)
   (c) General Music (559B)

(2) Master of Music degree with a major in Performance (Major Code: 558*) with twenty-one concentrations:
   (a) Performance/Bassoon (Code: 558B)
   (b) Performance/Cello (Code: 558C)
   (c) Performance/Clarinet (Code: 558D)
   (d) Performance/Flute (Code: 558E)
   (e) Performance/French Horn (Code: 558F)
   (f) Performance/Guitar (Code: 558G)
   (g) Performance/Harp (Code: 558H)
   (h) Performance/Oboe (Code: 558I)
The Hayes School of Music

(i) Performance/Organ (Code: 558K) (p) Performance/Tuba (Code: 558R)
(j) Performance/Percussion (Code: 558L) (q) Performance/Viola (Code: 558T)
(k) Performance/Piano (Code: 558M) (r) Performance/Violin (Code: 558U)
(l) Performance/Saxophone (Code: 558N) (s) Performance/Voice (Code: 558V)
(m) Performance/String Bass (Code: 558O) (t) Performance/Euphonium (Code: 558Y)
(n) Performance/Trombone (Code: 558P) (u) Music Composition (Code: 558Z)

MASTER OF MUSIC DEGREE IN MUSIC EDUCATION+
Major Code: 559*
Concentration: Band Directing (Code: 559D)

Prerequisites:
Baccalaureate degree from an accredited college or university
North Carolina “A” license or the equivalent from another state.
Proficiency in music theory, music history/literature, music performance, and music education

Basic Criteria for Consideration
3.0 cumulative undergraduate GPA, and 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.

Other Criteria for All Applicants
3 recommendations

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

+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.

Required Courses:

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<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>MUS 5006</td>
<td>Philosophy of Music</td>
<td>3</td>
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<td>MUS 5007</td>
<td>Music Bibliography</td>
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<td>MUS 5008</td>
<td>Music Research</td>
<td>2</td>
</tr>
<tr>
<td>MUS 5013</td>
<td>History of Musical Style</td>
<td>3</td>
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<td>MUS 5021</td>
<td>Instrumental Techniques</td>
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<td>MUS 5024</td>
<td>Concert Band Literature</td>
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<td>MUS 5030</td>
<td>Advanced Conducting</td>
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<tr>
<td>MUS 5035</td>
<td>Clinical Experience in Music</td>
<td>1</td>
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<td>MUS 5525</td>
<td>Product of Learning</td>
<td>3</td>
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<td>OR</td>
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<tr>
<td>MUS 5999</td>
<td>Thesis</td>
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</tr>
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<td>MUS 5600</td>
<td>Analytical Techniques</td>
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SUBTOTAL HOURS ................................................................. 27

Professional Education Requirements:

<table>
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<tr>
<td>CI/SPE 5045</td>
<td>Advanced Topics in Diversity</td>
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<tr>
<td>CI 5055</td>
<td>Connecting Learners and Subject Matter</td>
<td>3</td>
</tr>
<tr>
<td>CI/LHE 5585</td>
<td>Teacher Leadership and School Improvement</td>
<td>3</td>
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</table>

SUBTOTAL HOURS ......................................................................... 9

TOTAL HOURS ................................................................................. 36

Thesis: Optional
Language Proficiency: None required

Comprehensive: Written and oral examinations will be given
Product of Learning: Optional
MASTER OF MUSIC DEGREE IN MUSIC EDUCATION+
Major Code: 559*
Concentration: Choral Directing (Code: 559E)

Prerequisites:
Baccalaureate degree from an accredited college or university
North Carolina “A” license or the equivalent from another state.
Proficiency in music theory, music history/literature, music performance, and music education

Basic Criteria for Consideration
3.0 cumulative undergraduate GPA, and 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.

Other Criteria for All Applicants
3 recommendations

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

+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.

Required Courses:

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<tr>
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<tbody>
<tr>
<td>MUS 5006</td>
<td>Philosophy of Music</td>
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<tr>
<td>MUS 5007</td>
<td>Music Bibliography</td>
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</tr>
<tr>
<td>MUS 5008</td>
<td>Music Research</td>
<td>2</td>
</tr>
<tr>
<td>MUS 5013</td>
<td>History of Musical Style</td>
<td>3</td>
</tr>
<tr>
<td>MUS 5020</td>
<td>Choral/Vocal Techniques</td>
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<td>MUS 5023</td>
<td>Choral Masterworks</td>
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<td>MUS 5030</td>
<td>Advanced Conducting</td>
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<tr>
<td>MUS 5035</td>
<td>Clinical Experience in Music</td>
<td>1</td>
</tr>
<tr>
<td>MUS 5525</td>
<td>Product of Learning</td>
<td>3</td>
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<tr>
<td>OR</td>
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</tr>
<tr>
<td>MUS 5999</td>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>MUS 5600</td>
<td>Analytical Techniques</td>
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SUBTOTAL HOURS .......................................................................................................................... 27

Professional Education Requirements:

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<tr>
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<tbody>
<tr>
<td>CI/SPE 5045</td>
<td>Advanced Topics in Diversity</td>
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<tr>
<td>CI 5055</td>
<td>Connecting Learners and Subject Matter</td>
<td>3</td>
</tr>
<tr>
<td>CI/LHE 5585</td>
<td>Teacher Leadership and School Improvement</td>
<td>3</td>
</tr>
</tbody>
</table>

SUBTOTAL HOURS ............................................................................................................................ 9

TOTAL HOURS ........................................................................................................................................ 36

Thesis: Optional

Language Proficiency: None required

Comprehensive: Written and oral examinations will be given

Product of Learning: Optional

MASTER OF MUSIC DEGREE IN MUSIC EDUCATION+
Major Code: 559*
Concentration: General Music (Code: 559B)

Prerequisites:
Baccalaureate degree from an accredited college or university
North Carolina “A” license or the equivalent from another state.
Proficiency in music theory, music history/literature, music performance, and music education

Basic Criteria for Consideration
3.0 cumulative undergraduate GPA, and at least 400 on each of the GRE Verbal and Quantitative tests, and better than 3.0 on the GRE Writing test.
The Hayes School of Music

OR

Undergraduate GPA x 400, + GRE Verbal + GRE Quantitative => 2000 and better than 3.0 on the GRE Writing test.

Other Criteria for All Applicants

3 recommendations

Deadline

1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

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.

Required Courses:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>MUS 5006</td>
<td>Philosophy of Music</td>
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<tr>
<td>MUS 5007</td>
<td>Music Bibliography</td>
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<td>MUS 5008</td>
<td>Music Research</td>
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<td>MUS 5013</td>
<td>History of Musical Style</td>
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<td>MUS 5035</td>
<td>Clinical Experience in Music</td>
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<tr>
<td>MUS 5040</td>
<td>Current Trends and Critical Issues in Music Education</td>
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<td>MUS 5525</td>
<td>Product of Learning</td>
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<tr>
<td>OR MUS 5999</td>
<td>Thesis</td>
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<td>MUS 5600</td>
<td>Analytical Techniques</td>
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SUBTOTAL HOURS: 21

Music Electives: 6

SUBTOTAL HOURS: 6

Professional Education Requirements:

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<th>Course</th>
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<th>Hours</th>
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<tbody>
<tr>
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<td>CI 5055</td>
<td>Connecting Learners and Subject Matter</td>
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<tr>
<td>CI/LHE 5585</td>
<td>Teacher Leadership and School Improvement</td>
<td>3</td>
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</table>

SUBTOTAL HOURS: 9

TOTAL HOURS: 36

Thesis: Optional

Language Proficiency: None required

Comprehensive: Written and oral examinations will be given

Product of Learning: Optional

MASTER OF MUSIC DEGREE IN PERFORMANCE

Major Code: 558*

Concentrations: Music Composition (Code: 558Z) Performance (see list on page 263)

Prerequisites:

Baccalaureate degree from an accredited college or university.
Successful audition before appropriate music faculty
Proficiency in music theory, music history and literature
Vocalists must meet language proficiency requirements.

Basic Criteria for Consideration

3.0 cumulative undergraduate GPA, and 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.

Other Criteria for All Applicants

3 recommendations

Deadline

1 July for Fall/ 1 November for Spring/ 1 April for Summer
The Hayes School of Music

Hours: 31 semester hours including a Recital in lieu of Thesis for those majoring in Performance.

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>Music Bibliography</td>
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<td>MUS 5008</td>
<td>Music Research</td>
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<td>MUS 5013</td>
<td>History of Musical Style</td>
<td>3</td>
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<td>MUS 5018</td>
<td>Applied Area Literature</td>
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<td>Analytical Techniques</td>
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<tr>
<td>*MUS 5998</td>
<td>Master of Music in Performance Recital</td>
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<tr>
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SUBTOTAL HOURS ............................................................. 28-30

Music Electives .................................................................................................................................................. 1-3

SUBTOTAL HOURS ............................................................................................................................................... 1-3

TOTAL HOURS ..................................................................................................................................................... 31

*Thesis: Thesis is required for Music Composition majors.
Recital is required for Performance majors.

Language Proficiency: None required.

Comprehensive: Written and oral examinations will be given.

Product of Learning: None required

(For a description of the course abbreviations used in the following list of courses, see page 46.)

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.

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.

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.
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, 3022 and 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 com-
positions. 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 ad-
vanced conducting technique. Lecture three hours.

MUS 5035. Clinical Experience in Music/(1).SS.
An intensive clinical experience in music. Students will join re-
spected professionals in instrumental or choral/vocal conducting
in seminar, rehearsal and performance experiences. Graded on an
S/U basis.

MUS 5040. Current Trends and Critical Issues in Music Educa-
tion/(3).SS.(Alternate Years).
An examination of current trends, pedagogical practices, and criti-
cal issues in music education.

MUS 5041. The Comprehensive Music Curriculum/(3).SS. (Al-
ternate Years).
An examination of the philosophy, components, and methodolo-
gies of the comprehensive music curriculum.

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

Graded on an S/U basis only.

MUS 5530-5549. Selected Topics/(1-4).On Demand.
Variable content which may be repeated for credit. Topics will in-
clude special areas of music theory, music literature and music edu-
cation.

MUS 5600. Analytical Techniques/(3).S.
The development of techniques for analysis of music from the Ba-
roque through the Romantic period through counterpoint, melodic
structure, harmony, and form. Lecture three hours. Permission of
instructor. (Dual-listed with MUS 4600.)

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 curricu-
num will be addressed. (Dual-listed with MUS 4601.)

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.
It is graded on an S/U basis and does not count toward a degree.

A field-oriented course involving supervised implementation of the
pedagogical techniques developed during the course of study.
Graded on an S/U basis only.

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.

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.
Department of Philosophy and Religion

Jesse Taylor, Jr., Chairperson and Associate Professor
Ph.D., Washington University
Philosophy and Race, Ethics, Philosophy of Science, Philosophy of Language

Charles T. Davis, III, Professor
Ph.D., Emory University
Biblical Studies, New Testament, and American Religion

Alan J. Hauser, Professor
Ph.D., University of Iowa
Biblical Studies, Old Testament, Judaism

Conrad E. Ostwalt, Jr., Professor
Ph.D., Duke University
American Religious Traditions, Religion and Culture

O’Hyun Park, Professor
Ph.D., Temple University
Zen Buddhism, Asian Religions, Religions of the World

Graduate Minor in Philosophy and Religion (Code: 269)
A graduate (M.A.) minor in Philosophy and Religion consists of 8-12 semester hours of approved course work. Courses should be selected with the advice and approval of a graduate advisor.

(For a description of the course abbreviations used in the following list of courses, see page 46.)

PHILOSOPHY AND RELIGION (P&R)

P&R 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.

P&R 5500. Independent Study/(1-3).F;S.


P&R 5649. Seminar/(3).F;S.
An intensive study of special problems, topics, or issues related to the study of philosophy and/or 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 philosophy and/or religion or consent of instructor. (Dual-listed with P&R 4549.)

P&R 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. It is graded on an S/U basis and does not count toward a degree.
Physics and Astronomy

Department of Physics and Astronomy

Anthony G. Calamai, Chairperson and Professor
Ph.D., North Carolina State University
Experimental Atomic, Molecular, and Optical Physics

Daniel B. Caton, Professor
Ph.D., University of Florida
Variable Stars

J. Sidney Clements, Professor
Ph.D., Florida State University
Applied Electrostatics

Richard O. Gray, Associate Professor
Ph.D., University of Toronto
Stellar Spectroscopy

R. Lee Hawkins, Lecturer
M.S., Appalachian State University
Astronomical Instrumentation, Solar Eclipse Science, and Eclipsing Binary Stars

Brian W. Raichle, Assistant Professor
Ph.D., North Carolina State University
Experimental Nuclear and Ion Beam Physics

Thomas L. Rokoske, Professor
Ph.D., Auburn University
Remote Sensing Weather Satellites and Computer Braille Display

Ronald G. Sparks, Assistant Professor
Ph.D., North Carolina State University
Optics

The Department of Physics and Astronomy offers a Master of Science degree in Applied Physics. The program is designed to prepare individuals for technical careers in industrial, governmental and independent laboratories as well as for teaching positions at community, junior and technical colleges. It may also serve as an intermediate step for those who later elect to pursue more advanced study in applied physics or related areas.

Graduate students will choose a research area of Applied Physics, Electronics Instrumentation or Astronomical Instrumentation and Observations.

MASTER OF SCIENCE IN APPLIED PHYSICS

Major Code: 206A

Prerequisite:
Baccalaureate degree from an accredited college or university with a major in Physics, Astronomy, or any science, or a related area such as Mathematics, Computer Science, or Engineering.

Basic Criteria for Consideration
[Undergraduate GPA X 400] + GRE Verbal + GRE Quantitative = >2000

Other Criteria for All Applicants
3 recommendations

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 30 semester hours with thesis, 36 semester hours without thesis

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 5440</td>
<td>Modern Instrumentation Design</td>
<td>4</td>
</tr>
<tr>
<td>PHY 5550</td>
<td>Directed Research in Applied Physics</td>
<td>1-3</td>
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SUBTOTAL HOURS ..................................................................................................................... 15-17

Physics Electives:

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<thead>
<tr>
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<tr>
<td>Non-thesis option</td>
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SUBTOTAL HOURS ....................................................................................................................... 0-12

Other Electives:

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<td>7-9</td>
</tr>
<tr>
<td>Non-thesis option</td>
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<td>7-9</td>
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SUBTOTAL HOURS ..................................................................................................................... 7-9

Thesis: Optional

<table>
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<th>Course Code</th>
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<tr>
<td>PHY 5999</td>
<td>Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL HOURS ........................................................................................................................ 30 or 36

Language Proficiency: None required

Product of Learning: None required

Graduate Minor in Physics (Code: 272)
A graduate (M.A.) minor in physics consists of 8-12 semester hours selected from physics offerings numbered 5000 and above.

(For a description of the course abbreviations used in the following list of courses, see page 46.)

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 5430. Digital Systems/(4).F.
A study of digital electronics theory, circuits and devices of importance to understanding digital systems. Included are algorithmic state machines, MSI & LSI circuits, machine cycles & signals, asynchronous logic, peripheral smart support IC's, PLA, PAL, microcontrollers and elements of CAD. Lecture three hours, laboratory three hours.

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).F.
A study of the role of microprocessors and micro-controllers in modern instrumentation. Students will utilize a hardware/software real time development system in the design and construction of basic instrument systems. Lecture three hours, laboratory three hours. Prerequisite: PHY 5430.

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

PHY 5510. Physics of Transducers/(4).F.
A study of various transducers commonly employed in instrumentation. Topics include piezo-electronic, 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, 5430 or equivalent.

PHY 5520. Data Transmission and Signal Processing/(3).F.
A study of local area networks, broadband and baseband transmission, optical fiber transmission, analog signal analysis and filtering, and discrete signal processing. Lecture two hours, laboratory three hours. Prerequisites: PHY 5620, 5440 or equivalent.

PHY 5530-5549. Selected Topics/(1-4).On Demand.
An intensive study of a single topic in physics.

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 opto-electronic 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 digital and analog circuits necessary to interface transducers and robotic manipulative devices to microprocessors. Lecture three hours, laboratory three hours. Prerequisite: PHY 3730; Corequisite: PHY 5735. (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, 3210, and MAT 3130. (Dual-listed with PHY 4640.)

PHY 5735. Microprocessors/(3).S.
A study of the architecture and instruction sets of common microprocessors. Interfacing microprocessors to memory, input/output and support integrated circuits will be covered with an emphasis on techniques used in common microcomputers. The laboratory consists of interfacing and programming microcomputers using assembly and high level languages. Lecture: two hours, laboratory three hours. Prerequisite: PHY 3630. (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 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 only. (Dual-listed with PHY 4900.)

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. It is graded on an S/U basis and does not count toward a degree.

PHY 5999. Thesis/(4-6).F;S.
Graded on an S/U basis.
The Political Science/Criminal Justice Department prepares students for professional and academic careers. The department offers graduate programs leading to two advanced degrees:

1. Master of Arts in Political Science (Major Code: 267*), with four concentrations:
   - American Government (Code: 267C)
   - General/Theoretical (Code: 267B)
   - International Relations/Comparative Politics (Code: 267E)
   - Justice Studies (Code: 267D)

2. Master of Public Administration (Major Code: 279*), with three concentrations:
   - Administration of Justice (Code: 279D)
   - Public Management (Code: 279B)
   - Town, City and County Management (Code: 279C)

Graduate programs in Political Science/Criminal Justice are supervised by the departmental chairperson, the M.A. advisor, the MPA director, and the graduate committee. Requirements for the two graduate degree programs are:

**MASTER OF ARTS IN POLITICAL SCIENCE**

**Major Code:** 267*

**Concentrations:**
- American Government (Code: 267C)
- General/Theoretical (Code: 267B)
- International Relations/Comparative Politics (Code: 267E)
- Justice Studies (Code: 267D)

This 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.

**Prerequisites:**
Baccalaureate degree with a major or minor in Political Science, Criminal Justice or a related field from an accredited college or university.

**Basic Criteria for Consideration**
(Undergraduate GPA X 400) + GRE Verbal + GRE Quantitative = 2000
Other Criteria for All Applicants
3 recommendations

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours without thesis; 30 semester hours with thesis

Concentrations:

A. American Government (Code: 267C)
This concentration is designed to allow students to prepare for careers, or further study, in fields related to politics in either the national, state, or local levels of government.

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS/CJ</td>
<td>5000 Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PS</td>
<td>5030 Seminar in American Government and Politics</td>
<td>3</td>
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</table>

Concentration Courses:

(Selected in Consultation with the MA Advisor)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS</td>
<td>5010 Seminar in Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PS</td>
<td>5130 Appalachian Political Perspectives</td>
<td></td>
</tr>
<tr>
<td>PS/CJ</td>
<td>5180 Public Policy Analysis and Program Evaluation</td>
<td></td>
</tr>
<tr>
<td>PS</td>
<td>5330 Problems in State and Local Government</td>
<td></td>
</tr>
<tr>
<td>PS</td>
<td>5710 American Political Thought</td>
<td></td>
</tr>
<tr>
<td>PS</td>
<td>5530-5549 Selected Topics</td>
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</tr>
<tr>
<td>CJ</td>
<td>5150 The American Justice System</td>
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SUBTOTAL HOURS .......................................................................................................................... 15

Options: (Students must take at least one of the following:)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PS</td>
<td>5800 Directed Research</td>
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<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS</td>
<td>5900 Internship in Public Affairs</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS</td>
<td>5999 Thesis</td>
<td>4</td>
</tr>
</tbody>
</table>

SUBTOTAL HOURS .......................................................................................................................... 3 or 4

Electives (Selected in consultation with the MA Advisor):

Thesis option .................................................................................................................................... 11
Non-Thesis option .................................................................................................................................... 18

TOTAL HOURS ........................................................................................................................................ 30

B. General/Theoretical (Code: 267B)
This concentration is designed to prepare individuals for careers in federal, state or local levels of government and to suit their specific needs in areas such as budget analysis, personnel administration and so on.

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS/CJ</td>
<td>5000 Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PS</td>
<td>5999 Thesis</td>
<td>4</td>
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</table>

Concentration Courses:

(Students will select 9 semester hours from the following:)

<table>
<thead>
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<tr>
<td>PS</td>
<td>5010 Seminar in Political Philosophy</td>
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</tr>
<tr>
<td>PS</td>
<td>5020 Pro-Seminar in International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PS</td>
<td>5030 Seminar in American Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>PS</td>
<td>5040 Pro-Seminar in Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>PS/CJ</td>
<td>5050 Seminar in Public Law and Judicial Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PS</td>
<td>5060 Seminar in Public Administration</td>
<td>3</td>
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</table>

SUBTOTAL HOURS .......................................................................................................................... 16

Electives

(Selected in consultation with the MA Advisor)

........................................................................................................................................ 14

TOTAL HOURS ........................................................................................................................................ 30
Political Science and Criminal Justice

C. International Relations/Comparative Politics (Code: 267E)
This concentration is designed to allow students to prepare for careers, or further study, in fields related to International or comparative politics.

Required Courses:
- PS/CJ 5000 Research Methods ................................................................. 3
- PS 5020 Pro-Seminar in International Relations ..................................... 3
- PS 5040 Pro-Seminar in Comparative Politics ...................................... 3

Concentration Courses:
(Selected from the following in consultation with the MA Advisor)
- PS 5010 Seminar in Political Philosophy
- PS 5120 Readings and Research in International Relations
- PS 5530-5549 Selected Topics
- PS 5720 International Organization and Law
- PS 5722 U.S. Foreign Policy
- PS 5741 European Democracies
- PS 5744 Government and Politics of the Middle East
- PS 5748 Latin American Politics

SUBTOTAL HOURS .......................................................................................................................... 15

Options: (Students must take at least one of the following)
- PS 5800 Directed Research ........................................................................ 3
- OR
- PS 5900 Internship in Public Affairs ....................................................... 3
- OR
- PS 5999 Thesis ......................................................................................... 4

SUBTOTAL HOURS .................................................................................................................... 3 or 4

Electives (Selected in consultation with the MA Advisor):
- Thesis option .............................................................................................. 11
- Non-Thesis option .................................................................................... 18

TOTAL HOURS ........................................................................................................................ 30 or 36

D. Justice Studies (Code: 267D)
This 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.

Required Courses:
- PS/CJ 5000 Research Methods ................................................................. 3
- PS/CJ 5050 Seminar in Public Law and Judicial Behavior ...................... 3

Concentration Courses:
(Selected from the following in consultation with the MA advisor)
- PS/CJ 5180 Public Policy Analysis and Program Evaluation
- PS/CJ 5530-5549 Selected Topics PS/CJ 5550 Law and Society
- PS/CJ 5661 Court Administration
- PS/CJ 5680 Organized Crime
- CJ 5060 Administration of Justice
- CJ 5150 The American Justice System
- CJ 5580 Private Security
- CJ 5620 Contemporary Police Issues
- CJ 5660 Crime Theory and Policy
- CJ 5670 Crime Analysis and Criminal Justice Planning
- CJ 5800 Decision Making in Criminal Justice

SUBTOTAL HOURS .......................................................................................................................... 15

Options: (Students must take at least one of the following)
- PS 5800 Directed Research ........................................................................ 3
- OR
- PS 5900 Internship in Public Affairs ....................................................... 3
- OR
- PS 5999 Thesis ......................................................................................... 4

SUBTOTAL HOURS .................................................................................................................... 3 or 4
Electives (Selected in consultation with the MA Advisor):
Thesis option .......................................................... 11
Non-Thesis option ...................................................... 18

TOTAL HOURS ........................................................................................................................ 30 or 36

Thesis: Required for General/Theoretical concentration, but optional for other three concentrations.

Language 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

MASTER OF PUBLIC ADMINISTRATION
Major Code: 279*
Concentrations: Administration of Justice (Code: 279D)
Public Management (Code: 279B)
Town, City and County Management (Code: 279C)

This program is designed to prepare individuals for management and policy positions governmental and non-profit organizations.

Prerequisites:
Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration
(Undergraduate GPA X 400)+ GRE Verbal + GRE Quantitative = 2000

Other Criteria for All Applicants
3 recommendations

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 40 semester hours

Required Courses:
PS 5000 Research Methods .......................................................... 3
PS 5060 Seminar in Public Administration .............................................. 3
PS 5180 Public Policy Analysis and Program Evaluation .......................... 3
PS 5260 Organization Theory and Behavior ............................................ 3
PS 5360 Public Personnel Administration .................................................. 3
PS 5460 Budgeting and Fiscal Administration ............................................ 3
PS 5559 Capstone in Public Administration ............................................ 1

SUBTOTAL HOURS ............................................................................................................. 19

CONCENTRATIONS:
A. Administration of Justice (Code: 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.

Required Courses .................................................................................................................. 19
PS 5000 Research Methods .......................................................... 3
PS 5060 Seminar in Public Administration .............................................. 3
PS 5180 Public Policy Analysis and Program Evaluation .......................... 3
PS 5260 Organization Theory and Behavior ............................................ 3
PS 5360 Public Personnel Administration .................................................. 3
PS 5460 Budgeting and Fiscal Administration ............................................ 3
PS 5559 Capstone in Public Administration ............................................ 1

Required Concentration Courses .......................................................................................... 9
Students must take three of the following (9 hours):
CJ 5050 Seminar in Public Law and Judicial Behavior ............................... 3
CJ 5060 Administration of Justice ............................................................ 3
CJ 5150 The American Justice System ..................................................... 3
CJ 5620 Contemporary Police Issues ....................................................... 3
CJ 5660 Crime, Theory and Policy .......................................................... 3
Political Science and Criminal Justice

AND

Elective Courses (Selected in consultation with the MPA Director) .................................................................................................................. 6

1 required elective outside of the Political Science/Criminal Justice department .................................................................................................................. 3

Choose ONE of the following electives (3 hours)

CJ 5180  Public Policy Analysis and Program Evaluation ................................................................. 3

CJ 5500  Independent Study ..................................................................................................................... 3

CJ 5580  Private Security .......................................................................................................................... 3

CJ 5661  Court Administration ................................................................................................................ 3

CJ 5670  Crime Analysis and Criminal Justice Planning ....................................................................... 3

CJ 5680  Organized Crime ........................................................................................................................ 3

CJ 5800  Decision-Making in Criminal Justice ........................................................................................ 3

SUBTOTAL HOURS .......................................................................................................................... 34

Options: (For pre-service students:)

PS 5900  Internship in Public Affairs ...................................................................................................... 6

OR

(For in-service students:)

Supervised field-based research course .................................................................................................................. 3

AND

Additional course .................................................................................................................................................. 3

SUBTOTAL HOURS ............................................................................................................................ 6

TOTAL HOURS ........................................................................................................................................ 40

B. Public Management (Code: 279B)

This concentration is designed to allow individuals to develop a program suited specific needs in such areas as budget analyst, personnel administration, etc., or to prepare students with a generalist background in public administration.

Required Courses (see list) .................................................................................................................................................. 19

Electives (Selected in consultation with the MPA director) ................................................................................................. 15

SUBTOTAL HOURS ........................................................................................................................................ 34

Options: (For pre-service students:)

PS 5900  Internship in Public Affairs ...................................................................................................... 6

OR

(For in-service students:)

Supervised field research course .................................................................................................................. 3

AND

Additional course .................................................................................................................................................. 3

SUBTOTAL HOURS ........................................................................................................................................ 6

TOTAL HOURS ........................................................................................................................................ 40

C. Town, City and County Management (Code: 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.

Required Courses (see list) .................................................................................................................................................. 19

Concentration Courses (Selected from the following:)

GHY 5400  Planning Process .................................................................................................................. 3

PS 5330  Problems in State and Local Government ................................................................................. 3

PS 5560  Local Government Administration ......................................................................................... 3

PS 5665  Public Management .................................................................................................................. 3

PLN 5700  Project Management .................................................................................................................. 3

Electives (Selected in consultation with the MPA director) ................................................................................................. 6

SUBTOTAL HOURS ........................................................................................................................................ 34
**Options:** (For pre-service students:)

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<tr>
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OR

(For in-service students:)

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<tr>
<td>AND</td>
<td></td>
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**SUBTOTAL HOURS** ................................................................. 6

**TOTAL HOURS** ........................................................................ 40

**Thesis:** None required

**Language 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:** None required

**Capstone Experience:** During the final semester of course work, candidates must complete the Capstone Experience in Public Administration which includes a participation in a capstone conference as well as completion of a formal written and oral presentation of management research problem that integrates the theoretical and practical aspects of public administration.

**Product of Learning:** None required

**NOTES:**

After the completion of one semester of successful graduate course work, students may be considered for admission to candidacy.

The Department of Political Science and Criminal Justice participates in a program leading to a Master of Arts degree in Social Science, Education (Major Code: 282*) with three concentrations: 1) Community College/Political Science (Code: 282P), 2) Secondary School (Advanced Licensure)/Political Science (Code: 282V) and 3) Community College/Criminal Justice (Code: 282Y). For detailed requirements, see the Social Science description.

(For a description of the course abbreviations used in the following list of courses, see pages 46.)

**POLITICAL SCIENCE (P S)**

**P S 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. (Same as C J 5000.)

**P S 5010. Seminar in Political Philosophy/(3).S.**
The seminar will provide an overview and critique of the literature in the field of political philosophy from the Enlightenment to the present.

**P S 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.

**P S 5030. Seminar in American Government and Politics/(3).F.**
Special investigation of selected topics in American government and politics. The topics may vary from year to year.

**P S 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.

**P S 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 C J 5050.)

**P S 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.

**P S 5120. Readings and Research in International Relations/(3).F.**
The problems and policies of developing nations, the issues of colonialism, imperialism, nationalism, and an examination of current methodological trends in the exploration of these problem areas.

**P S 5130. Appalachian Political Perspectives/(3).F.**
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. Offered alternate odd years.

**P S 5160. Topics in Public Administration/(3).S.**
An examination of selected problems in public administration with emphasis on analytical case studies.
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: P S 5000. (Same as C J 5180.)

P S 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.

P S 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.

P S 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.

P S 5460. Budgeting and Fiscal Administration/(3).S.
The politics of budgeting, budgetary process, and fiscal administration in public and non-profit agencies.

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

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

P S 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 C J 5550.) (Dual-listed with PS 4550.)

P S 5559. Capstone in Public Administration/(1).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. Students present findings from a management research project in a capstone conference. Success completion of the course fulfills the requirement for a comprehensive examination.

P S 5560. Local Government Administration/(3).S.
Administrative process, management, personnel, budget and finance, and intergovernmental relations in local government. Prerequisite: approval by instructor. (Dual-listed with PS 4560.)

P S 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.)

P S 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 C J 5661.) (Dual-listed with PS 4661.)

P S 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 PS 4665.)

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 C J 5680.) (Dual-listed with PS 4680.)

P S 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.)

An examination of the goals and structures of multinational organizations created to solve problems between nations, and the ways in which disputes between nations are settled. (Dual-listed with PS 4720.)

P S 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.)

P S 5741. European Democracies/(3).S.
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 studied for possible options and comparisons of policy. (Dual-listed with PS 4741.)

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.)

P S 5744. Government and Politics of the Middle East/(3).S.
An examination of the political, cultural, economic and social patterns of the Middle East. (Dual-listed with PS 4744.)

Examines Latin American politics in detail covering historical context, political actors, and current issues in Latin America. (Dual-listed with PS 4748.)

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: P S 5000.

A review and evaluation of the literature of the individual social science disciplines, as well as social science in general, emphasis-
ing contemporary contexts, philosophical underpinnings, theoretical concerns, and methodological convergence. Prerequisite: twelve semester hours of graduate work. (Same as C J/GHY/HIS/SOC 5850.)

P S 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 S/U basis only.

P S 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. It is graded on S/U basis and does not count toward a degree.

P S 5999. Thesis/(2-4).F:S.
Graded on S/U basis.

CRIMINAL JUSTICE (C J)

C J 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. (Same as P S 5000.)

C J 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 P S 5050.)

An examination of selected issues and problems in the administration of justice system.

C J 5150. The American Justice System/(3).F. Alternate Years.
This course will focus on the history, background, and the various components of the criminal justice system as seen through an examination of contemporary research.

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: C J 5000. (Same as P S 5180.)

C J 5500. Independent Study/(1-3).F:S.


C J 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 P S 5550.) (Dual-listed with CJ 4550.)

An examination of unique security problems in establishments, industrial establishments, universities and colleges; a review of private security regulatory boards, licensing, registration of private security businesses and personnel. (Dual-listed with CJ 4580.)

An examination of current social, legal, and organizational issues in contemporary law enforcement. (Dual-listed with CJ 4620.)

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.

C J 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 P S 5661.) (Dual-listed with CJ 4661.)

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.

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 P S 5680.) (Dual-listed with CJ 4680.)

A discussion and evaluation of the policies and practices of the criminal justice system, with focus upon how decisions are made by victims of crime, police, prosecutors, judges, corrections administrators, probation and paroling authorities; interaction of theory, research and practice into preparation of a senior research paper. (Dual-listed with CJ 4800.)

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/HIS/P S/SOC 5850.)

C J 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. (Dual-listed with CJ 4900.)

C J 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. It is graded on an S/U basis and does not count toward a degree.
The following degree programs are offered by this department:
(1) Master of Arts in Clinical Psychology (Major Code: 217A)
(2) Master of Arts in Health Psychology (Major Code: 296A)
(3) Master of Arts in Industrial-Organizational Psychology and Human Resource Management (Major Code: 258A)
(4) Master of Arts in Psychology, General Experimental (Major Code: 226A)
(5) Master of Arts/Certificate of Advanced Study in School Psychology (Major Code: 278A)

Graduates from the Clinical, Health, and School 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. The 12-hour core includes: PSY 5020, Research Methods in Psychology, and either three pro-seminar courses (PSY 5150, Pro-Seminar I: Learning and Cognition; PSY 5200, Pro-Seminar II: Social and Personality Psychology; and PSY 5250, Pro-Seminar III: Biopsychology and Development-
Clinical Psychology (Major Code: 217A): The purpose of the Master of Arts in Clinical Psychology is to prepare the student to function competently in a variety of applied psychological settings. Through a program of course work, experiential learning in practicum settings, and independent research, students develop competencies for human problem solving. The students learn to perform a variety of clinical services, including interviewing, assessment and behavior change; they can administer programs aimed at enhancing and evaluating the effectiveness of human services. Close liaison is maintained with the various county, regional, and state human service organizations whose client populations and staff serve as learning resources for the students throughout their graduate careers. The practica and internship are very important features of the program. The cognitive content of course work is tested in the crucible of practical experience. The Master of Arts in Clinical Psychology consists of 54 semester hours of graduate study including an internship.

Health Psychology (Major Code: 296A): The Master of Arts in Health Psychology is designed for students whose primary interest lies in working with persons with physical as well as psychological impairments. Similar to the Clinical Psychology program, students gain basic skills in assessment and provision of health services for psychological disorders. However, the Health Psychology program places greater training emphasis on assessment, intervention, and prevention of medical illness. Students take special courses in biofeedback, health psychology and behavioral medicine. The Master of Arts in Health Psychology consists of 51 semester hours including an internship.

Industrial-Organizational Psychology and Human Resource Management (Major Code: 258A): The Interdisciplinary MA in Industrial-Organizational Psychology and Human Resource Management 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 interdisciplinary MA in I-O/HRM 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 (Major Code: 226A): The primary purpose of the Master of Arts in Psychology, General Experimental 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 consists of 33 semester hours including a thesis.

School Psychology (Major Code: 278A): 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, inservice 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 Psychology and a Certificate of Advanced Study. 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.

MASTER OF ARTS IN CLINICAL PSYCHOLOGY
Major Code: 217A

Prerequisites:
Baccalaureate degree from an accredited college or university.
Completion of approved courses (or demonstrated competence in the subject matter) in General Psychology, Research Methods (including statistics), and Psychological Tests and Measurements.

Basic Criteria for Consideration
Minimum requirement for admission: [Undergraduate GPA X 400] + GRE-V + GRE-Q = 2100.

Other Criteria for All Applicants
Interview Statement not exceeding two pages describing the applicant’s academic and professional goals
Resume or vita
Three letters of recommendation

Deadline
1 March for Fall admission. No Spring admission.
Hours: 54 semester hours

Required Courses:

**General Psychology Core:**
- PSY 5020 Research Methods in Psychology ......................................................... 3
- PSY 5150 Pro-Seminar I: Learning and Cognition .................................................. 3
- PSY 5250 Pro-Seminar III: Biopsychology & Developmental Psychology .......... 3
- PSY 5200 Pro-Seminar II: Social & Personality Psychology ................................. 3
- OR
  - PSY 5030 Quantitative Methods in Psychology ................................................ 3

**SUBTOTAL HOURS** ........................................................................................................ 12

**Clinical Core:**
- PSY 5552 Advanced Abnormal Psychology ............................................................ 3
- PSY 5700 Cognitive Assessment ............................................................................... 3
- PSY 5701 Personality Assessment ........................................................................... 3
- PSY 5705 Psychotherapy: Foundations and Ethics ................................................. 3
- PSY 5713 Child Psychopathology and Treatment ................................................. 3
- PSY 5714 Psychotherapy Interventions I ................................................................. 3
- PSY 5715 Psychotherapy Interventions II ............................................................... 3
- PSY 5901 Clinical Practicum I ................................................................................ 3
- PSY 5902 Clinical Practicum II ............................................................................... 3
- PSY 6900 Clinical Internship .................................................................................. 6

Three Approved Electives ......................................................................................... 9
- OR
  - PSY 5998 Thesis Proposal .................................................................................... 3
  - PSY 5999 Thesis .................................................................................................... 3
- AND
  - One Approved Elective ....................................................................................... 3

**SUBTOTAL HOURS** ........................................................................................................ 42

**TOTAL HOURS** ............................................................................................................. 54

**Thesis:** Optional

**Language Proficiency:** Will be met by completion of PSY 5020

**Comprehensive:** Each candidate will satisfactorily complete a comprehensive examination administered by the departmental advisor.

**Product of Learning:** None required

**MASTER OF ARTS IN HEALTH PSYCHOLOGY**
**Major Code:** 296A

**Prerequisites:**
Baccalaureate degree from an accredited college or university.
Completion of approved courses (or demonstrated competence in the subject matter) in General Psychology and Research Methods (including statistics).

**Basic Criteria for Consideration**
Minimum requirement for admission: (Undergraduate GPA x 400) + GRE-V + GRE-Q = 2100

**Other Criteria for All Applicants**
Statement not exceeding two pages describing the applicant’s academic and professional goals
Resume or vita
Three letters of recommendation

**Deadline**
1 March for Fall admission. No Spring admission.

**Hours:** 51 semester hours

**Required Courses:**

**General Psychology Core:**
- PSY 5020 Research Methods in Psychology ......................................................... 3
- PSY 5150 Pro-Seminar I: Learning and Cognition .................................................. 3
- PSY 5250 Pro-Seminar III: Biopsychology & Developmental Psychology .......... 3
Psychology

PSY 5200  Pro-Seminar II: Social & Personality Psychology ................................................... 3
OR
PSY 5030  Quantitative Methods in Psychology ................................................................. 3

SUBTOTAL HOURS .................................................................................................................. 12

Clinical Core:

PSY 5552  Advanced Abnormal Psychology ......................................................................... 3
PSY 5580  Foundations & Ethics of Health Psychology ........................................................ 3
PSY 5700  Cognitive Assessment ......................................................................................... 3
PSY 5701  Personality Assessment ...................................................................................... 3
PSY 5714  Psychotherapy Interventions I ........................................................................... 3
PSY 5715  Psychotherapy Interventions II .......................................................................... 3
OR
PSY 5713  Child Psychopathology and Treatment ................................................................. 3

SUBTOTAL HOURS .................................................................................................................. 18

Health Psychology Core

PSY 5581  Health Psychology Seminar ............................................................................... 3
PSY 5582  Behavioral Medicine .......................................................................................... 3
PSY 5593  Biofeedback ........................................................................................................ 3
PSY 6900  Health Psychology Internship ............................................................................ 6
PSY 5998  Thesis Proposal .................................................................................................. 3
AND
PSY 5999  Thesis .................................................................................................................. 3
OR
Two Approved Elective ........................................................................................................... 6

SUBTOTAL HOURS .................................................................................................................. 21

TOTAL HOURS .......................................................................................................................... 51

Thesis: Optional

Language Proficiency: Will be met by completion of PSY 5020

Comprehensive: Each candidate will satisfactorily complete a comprehensive examination administered by the departmental advisor.

Product of Learning: None Required

MASTER OF ARTS IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY AND HUMAN RESOURCE MANAGEMENT

Major Code: 258A

Prerequisites:
Baccalaureate degree from an accredited college or university.
PSY 1200 General Psychology
STT 2810 Introduction to Data Analysis and Statistical Inference

Basic Criteria for Consideration
Minimum requirement for admission: (Undergraduate GPA X 400) + GRE-V + GRE-Q = 2100

Other Criteria for All Applicants
Statement not exceeding two pages describing the applicant’s academic and professional goals
Resume or vita
Three letters of recommendation

Deadline
1 March for Fall admission. No spring admission.

Hours: 48 semester hours

Required Courses:

General Psychology Core:

PSY 5020  Research Methods in Psychology ....................................................................... 3
PSY 5030  Quantitative Methods in Psychology ................................................................. 3
PSY 5150  Pro-Seminar I: Learning and Cognition .............................................................. 3
PSY 5200  Pro-Seminar II: Social and Personality Psychology ........................................... 3

SUBTOTAL HOURS .................................................................................................................. 12
Psychology

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**Functional Interdisciplinary Core:**

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<td>MGT 5160</td>
<td>Strategic Human Resource Management</td>
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<tr>
<td>PSY/MGT 5065</td>
<td>Organizational Development</td>
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<td>PSY/MGT 5660</td>
<td>Staffing</td>
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<td>Performance Management</td>
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<td>PSY/MGT 5671</td>
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**SUBTOTAL HOURS** ........................................................................................................... 21

**Other Courses:**

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<tr>
<td>PSY 5998</td>
<td>Thesis Proposal</td>
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<td>AND PSY 5999</td>
<td>Thesis</td>
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<tr>
<td>OR MGT 5900</td>
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<tr>
<td>OR PSY 6900</td>
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**SUBTOTAL HOURS** ........................................................................................................... 6

**Electives** ....................................................................................................................... 9

**SUBTOTAL HOURS** ........................................................................................................... 9

**TOTAL HOURS ..................................................................................................................... 48

**Thesis:** Optional

**Language Proficiency:** Will be met by completion of PSY 5020

**Comprehensive:** Each candidate will satisfactorily complete a comprehensive examination administered by the departmental advisor.

**Product of Learning:** None Required

**MASTER OF ARTS IN PSYCHOLOGY, GENERAL EXPERIMENTAL**

**Major Code:** 226A

**Prerequisite:**

Baccalaureate degree from an accredited college or university.

Completion of approved courses (or demonstrated competence in the subject matter) in General Psychology and Research Methods (including statistics).

**Basic Criteria for Consideration**

Minimum requirement for admission: (Undergraduate GPA X 400) + GRE-V + GRE-Q = 2100

**Other Criteria for All Applicants**

Statement not exceeding two pages describing the applicant’s academic and professional goals

Resume or vita

Three letters of recommendation

**Deadline**

1 March for Fall admission. No spring admission.

**Hours:** 33 semester hours

**Required Courses:**

**General Psychology Core:**

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<td>PSY 5020</td>
<td>Research Methods in Psychology</td>
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<td>PSY 5150</td>
<td>Pro-Seminar I: Learning and Cognition</td>
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<tr>
<td>PSY 5200</td>
<td>Pro-Seminar II: Social and Personality Psychology</td>
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<tr>
<td>PSY 5250</td>
<td>Pro-Seminar III: Biopsychology and Developmental Psychology</td>
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**SUBTOTAL HOURS** ........................................................................................................... 12

**Research Core:**

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<td>PSY 5030</td>
<td>Quantitative Methods in Psychology</td>
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<tr>
<td>PSY 5530-5549</td>
<td>Selected Topics (two courses)</td>
<td>4-6</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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**SUBTOTAL HOURS** ........................................................................................................... 16-18
Approved Electives (courses to reach 33 total hours) .................................................................................................. 3-5

<table>
<thead>
<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 and Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5030</td>
<td>Quantitative Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>OR PSY 5040 Applied Psychologic Research and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

SUBTOTAL HOURS .......................................................................................................................... 12

Thesis: Required

Language Proficiency: Will be met by completion of PSY 5020

Comprehensive: Each candidate will satisfactorily complete a comprehensive examination by scoring at or above the 70th percentile on the GRE Subject Test or the ACAT prior to graduation.

Product of Learning: None Required

MASTER OF ARTS/CERTIFICATE OF ADVANCED STUDY IN SCHOOL PSYCHOLOGY

Major Code: 278A

Upon completion of the requirements, the student will be awarded a Master of Arts degree in School Psychology and will be eligible for licensure as a Level II School Psychologist in North Carolina.

Prerequisites:

Baccalaureate degree from an accredited college or university.

Completion of approved courses (or demonstrated competence in the subject matter) in General Psychology, Research Methods (including statistics), and Psychological Tests and Measurements.

Basic Criteria for Consideration

Minimum requirement for admission: (Undergraduate GPA X 400) + GRE-V + GRE-Q = 2100

Other Criteria for All Applicants

Interview

Statement not exceeding two pages describing the applicant’s academic and professional goals

Resume or vita

Three letters of recommendation

Deadline

1 March for Fall admission. No Spring admission.

Hours: 72 semester hours

Required Courses:

Guideline I. General Psychology Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</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 and Developmental Psychology</td>
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<tr>
<td>PSY 5030</td>
<td>Quantitative Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>OR PSY 5040 Applied Psychologic Research and Evaluation</td>
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</table>

SUBTOTAL HOURS .......................................................................................................................... 12

Guideline II. Psychology of Learning Difficulties

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HPC/PSY 6620</td>
<td>School-Based Consultation</td>
<td>3</td>
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<tr>
<td>RE 5715</td>
<td>Reading Assessment and Correction</td>
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SUBTOTAL HOURS .......................................................................................................................... 6

Guideline III. Techniques of Measurement and Evaluation

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<tbody>
<tr>
<td>PSY 5691</td>
<td>Psychoeducational Assessment</td>
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<tr>
<td>PSY 5700</td>
<td>Cognitive Assessment</td>
<td>3</td>
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<tr>
<td>PSY 5765</td>
<td>Emotional/Behavioral Assessment in Schools</td>
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SUBTOTAL HOURS .......................................................................................................................... 9

Guideline IV. Personality Development and Dynamics of Human Development

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<tr>
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<tr>
<td>HPC 5220</td>
<td>Counseling Theory and Techniques</td>
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<tr>
<td>PSY 5800</td>
<td>Applied Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5713</td>
<td>Child Psychopathology and Treatment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5716</td>
<td>Cognitive, Behavioral, and Systemic Interventions with Children</td>
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SUBTOTAL HOURS .......................................................................................................................... 12
Guideline V. Professional Development, and Supervised Experience

<table>
<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>PSY 5810</td>
<td>Functions and Ethics of the School Psychologist</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5820</td>
<td>Psychoeducational Prevention/Interventions</td>
<td>3</td>
</tr>
<tr>
<td>PSY 5901</td>
<td>Practicum I</td>
<td>3</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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**SUBTOTAL HOURS**: 24

Options:

- Three Approved Electives: 9
- OR
- Elective: 3
- AND
- PSY 5998 Thesis Proposal: 3
- PSY 5999 Thesis: 3

**SUBTOTAL HOURS**: 9

**TOTAL HOURS**: 72

**Thesis**: Optional

**Language Proficiency**: Will be met by completion of PSY 5020

**Comprehensive**: Each candidate will satisfactorily complete a comprehensive examination administered by the departmental advisor, and the Praxis examination in School Psychology administered by ETS.

**Product of Learning**: None Required.

**Graduate Minor in Psychology** (Code: 276)
A graduate minor in psychology consists of 9-12 semester hours of psychology, including PSY 5655, Advanced General Psychology, with the remaining courses to be planned in consultation with an adviser in the Psychology Department. Therapy, assessment, and practicum courses may not be included in the minor.

**NOTE:**
The Department of Psychology also participates in a program leading to a Master of Arts degree in Social Science, Education (Code: 282*) with a concentration in Community College/Psychology (Code: 282X). For detailed requirements, see the Social Science description.

(For a description of the course abbreviations used in the following list of courses, see page 46.)

**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).On Demand.**
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 instructor required.

PSY 5552. Advanced Abnormal Psychology/(3).S.
A critical examination of major theories and data concerning persons with emotional disabilities. Emphasis placed on recent findings and experimental research. Alternative ways of viewing "abnormal" behaviors may be presented. Prerequisites: PSY 2400, 2401.

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).F;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).S.
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 5580. Foundations and Ethics of Health Psychology/(3).F.
As an introduction to the profession of clinical and health psychology, the course will review the history of the field and important theoretical, legal and ethical aspects of practice of behavioral medicine and health psychology. Through course work and practical experience (i.e., role plays, interviews of volunteers), students will learn the basics of clinical interviewing, therapeutic relationship formation, and elementary intervention techniques.

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 EMG, ST trainer and other biofeedback instrumentation through demonstration and practice. Ethical issues are explored.

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.

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 2664 or permission of 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 2664 or permission of 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.)

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, of adaptive behavior, and of 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 and Treatment/(3).F:S.
A critical evaluation of the development of common psychological disorders in children and adolescents. The emphasis will be on developing skills in differential diagnosis and understanding current research on etiology. A systematic review of empirically verified treatments for the most prevalent disorders will be provided.

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).F.
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. Cognitive, Behavioral, and Systemic Interventions with Children/(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).F.
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 school-based 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 2664 or permission of 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
A group process oriented experience in which students focus on the development of such interpersonal skills as communication of self to others, feedback, self-disclosure, and constructive confrontation of others. Graded on an S/U basis.

School
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
Students are introduced to clinical practice by working in a local mental health facility. Clinical experience appropriate for their level of training is provided. Supervision is provided by staff psychologists and other area professionals in settings such as The Counseling and Psychological Services Center, area mental health centers, hospitals, and Developmental Evaluation Clinics. Graded on an S/U basis.

School
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. It is graded on an S/U basis and does not count toward a degree.

PSY 5998. Thesis Proposal/(3).F;S.
Graded on an S/U basis only.

PSY 5999. Thesis/(3).F;S.
Graded on an S/U basis only. 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/(6).F;S.
Internships are required for students in the Clinical, School, and Health 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/(6).F;S.
Six months full-time placement in a mental health setting under professional supervision; to include experience with psychological evaluation, individual and group psychotherapy and behavior change, work with interdisciplinary team, consultation with community agencies and schools, and work in institutional settings. Prerequisite: Approval of the director of the clinical or rehabilitation program. Graded on an S/U basis.

School/(6).F;S.
Placement in a school setting under professional supervision; to include experience with psychological evaluation, individual and group counseling, behavior change strategies, work with interdisciplinary team, 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 CAS in School Psychology. Graded on an S/U basis.

Health Psychology/(6).F;S.
The Health Psychology internship is a full semester 600 hour internship. It may be done in a hospital setting, physician’s office, clinic or other appropriate setting. Students will develop skills in life style changes, pain control, situational counseling, management of eating disorders and other interventions related to health problems. Graded on an S/U basis.

Industrial/Organizational-Human Resource Management/(6).F;S.
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.
The Master of Arts in Social Science, Education (Major Code: 282*) is a multidisciplinary graduate program with concentrations leading to secondary school licensure at the Advanced level or leading to teaching in the community college. The following concentrations are offered:

1. Community College/Criminal Justice (Code: 282Y)
2. Community College/Geography (Code: 282N)
3. Community College/History (Code: 282O)
4. Community College/Political Science (Code: 282P)
5. Community College/Psychology (Code: 282X)
6. Community College/Sociology (Code: 282Q)
7. Secondary School (Advanced Licensure)/Anthropology (Code: 282R)
10. Secondary School (Advanced Licensure)/History (Code: 282U)

All courses offered through this program are coordinated with appropriate departments in the Colleges of Arts and Sciences, Business, and Education. Chairs of these departments, or their designated representatives, serve on the Social Science Education Program Advisory Committee.

MASTER OF ARTS IN SOCIAL SCIENCE, EDUCATION+
Major Code: 282*
Concentrations: Secondary School (Advanced Licensure)/Anthropology (Code: 282R)
Secondary School (Advanced Licensure)/Economics (Code: 282S)
Secondary School (Advanced Licensure)/Geography (Code: 282T)
Secondary School (Advanced Licensure)/History (Code: 282U)
Secondary School (Advanced Licensure)/Political Science (Code: 282V)
Secondary School (Advanced Licensure)/Sociology (Code: 282W)

The Master of Arts degree with a multidisciplinary major in Social Science, Education for secondary school teaching at the Advanced licensure level will allow an individual to teach in any or all of the social studies areas (anthropology, economics, geography, history, political science, and sociology).

Prerequisites:
Baccalaureate degree from an accredited college or university.
For Secondary School concentration only
North Carolina “A” license or the equivalent from another state.
Undergraduate major in a social science discipline at the middle-school or secondary-school level
One year of teaching experience

Basic Criteria Undergraduate
GPA in the major: 3.0 or higher
GRE Quantitative score: 450 or higher
GRE Writing score: 4.0 or higher

Other Criteria for All Applicants
3 recommendations

Deadline
1 July for Fall / 1 November for Spring / 1 April for Summer

Hours: 39 semester hours

+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.

A. Requirements:
Social Science Required Hours .............................................................................................................................................................................. 21
Social Science Elective Hours .............................................................................................................................................................................. 6
### Social Science Required Hours:

**Geography (6 hours):**
- GHY 5110 Special Topics in Regional Analysis .......................................................... 3
- OR
  - GHY 5301 Regional Geography .................................................................................... 3
- OR
  - GHY 5100 Special Topics in Physical Environmental Analysis ................................. 3
- OR
  - GHY 5130 Special Topics in Cultural Environmental Analysis ................................. 3
  (Economic Geography Emphasis)

**History (6 hours):**
- HIS 5106 Studies in European History .......................................................................... 3
- HIS 5206 Studies in American History ........................................................................... 3

**Political Science (3 hours):**
- PS 5030 Seminar in American Government and Politics .................................................. 3

**Sociology (3 hours):**
- SOC 5025 Advanced General Sociology ......................................................................... 3

**Geography, History, Political Science, Sociology (3 hours):**
- CJ/GHY/HIS/PS/SOC 5850 Social Science Seminar ....................................................... 3

**SUBTOTAL HOURS .................................................................................................................. 21**

### Social Science Elective Hours (6 hours from the following):

**Anthropology:**
- ANT 5120 Appalachian Culture and Social Organization ............................................... 3
  - OR
    - ANT 5200 Sustainable Development: Theory, Method and Case ................................ 3

**Economics:**
- MBA 5250 Macroeconomics for Business ...................................................................... 3

**Political Science:**
- PS 5040 Pro-Seminar in Comparative Politics ............................................................... 3

**SUBTOTAL HOURS .................................................................................................................. 6**

### B. Professional Education Requirements:

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<th>Course</th>
<th>Credits</th>
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<tr>
<td>CI/FDN/RE/SPE 5040</td>
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<td>CI/SPE 5045</td>
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<td>CI 5055</td>
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<td>CI/LHE 5585</td>
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</table>

**SUBTOTAL HOURS .................................................................................................................. 12**

**TOTAL HOURS .................................................................................................................... 39**

### Thesis:

None required

### Language Proficiency:

None required

### Comprehensive:

An oral comprehensive exam and a defense of the Product of Learning Portfolio will be administered by the student's advisory committee. The portfolio will be developed over the course of the entire curriculum.

### Product of Learning:

See Comprehensive above.

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**MASTER OF ARTS IN SOCIAL SCIENCE, EDUCATION**

**Major Code:** 282*

**Concentrations:**
- Community College/Criminal Justice (Code: 282Y)
- Community College/Geography (Code: 282N)
- Community College/History (Code: 282O)
- Community College/Political Science (Code: 282P)
- Community College/Psychology (Code: 282X)
- Community College/Sociology (Code: 282Q)
The Master of Arts degree with a multidisciplinary major in Social Science, Education for community college teaching requires two eighteen-hour disciplinary concentrations from the areas listed below, as well as one class in Leadership and Higher Education to meet the professional education requirement.

**Prerequisite:** A baccalaureate degree from an accredited college or university with a major in a social science discipline or permission of the Program Director.

**Hours:** 39 semester hours

**Required Courses:**

A. **Social Science Concentrations:**

<table>
<thead>
<tr>
<th>Social Science Disciplinary Concentration #1</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science Disciplinary Concentration #2</td>
<td>18</td>
</tr>
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</table>

**SUBTOTAL HOURS** 36

The following courses are available for this degree:

**Criminal Justice**

Required core courses: ............................................................... 12
CJ 5000 (or OTHER Social Science Research Methods) ................. 3
CJ/GHY/HIS/PS/SOC 5850: Social Science Seminar .......................... 3

Students must take two of the following if they have taken CJ 5000; must take three of the following if they have taken other Social Science Research Methods.

CJ 5050 Seminar in Public Law and Judicial Behavior .................. 3
CJ 5060 Administration of Justice .............................................. 3
CJ 5150 The American Justice System ........................................ 3
CJ 5620 Contemporary Police Issues .......................................... 3
CJ 5660 Crime, Theory and Policy ............................................. 3

Choose three criminal justice electives among the following for a total of 9 hours (unless 5850 was taken under CJ). If a student has taken CJ 5850, choose two criminal justice electives for a total of 6 hours:

CJ 5180 Public Policy Analysis and Program Evaluation ............. 3
CJ 5500 Independent Study ...................................................... 3
CJ 5530-5549 Selected Topics .................................................. 3
CJ 5580 Private Security ........................................................... 3
CJ 5661 Court Administration .................................................. 3
CJ 5670 Crime Analysis and Criminal Justice Planning ............. 3
CJ 5680 Organized Crime ....................................................... 3
CJ 5800 Decision Making in Criminal Justice ......................... 3

**Geography:**

Required core courses: ............................................................... 12
GHY 5000 Research Themes and Methods ................................. 3
GHY 5100 Special Topics in Physical Environmental Analysis .... 3
GHY 5110 Special Topics in Regional Analysis ......................... 3
GHY 5130 Special Topics in Cultural Environmental Analysis ... 3

Additional approved electives above 5000 ................................. 6

**History:**

Required core courses:

HIS 5206 Studies in American History .................................... 9

Additional hours chosen from among the following: .................. 9
HIS 5104 Philosophy of History ............................................. 2
HIS 5106 Studies in European History .................................... 2-9
HIS 5204 Interpreting American History .................................. 3
HIS 5406 Studies in Asian History .......................................... 3
HIS 5450 History and Social Studies Education ..................... 3
HIS 5530-5549 Selected Topics ............................................. 1-4
HIS 5550 Tsarist Russia ......................................................... 3
HIS 5552 The Soviet Union and Russia ................................. 3
HIS 5564 History of Canada .................................................. 3
### Political Science:

Required core courses:  
- P S 5000 Research Methods  
- P S 5030 Seminar in American Government and Politics  
- P S 5020 Pro-Seminar in International Relations  
- P S 5120 Readings and Research in International Relations  
- OR  
- P S 5040 Pro-Seminar in Comparative Politics  

Additional hours chosen from among the following:  
- C J 5150 The American Justice System  
- AND  
- P S 5050 Seminar in Public Law and Judicial Behavior  
- P S 5060 Seminar in Public Administration  
- P S 5130 Appalachian Political Perspectives  
- P S 5330 Problems in State and Local Government  
- P S 5530-5549 Selected Topics  

### Psychology:

Required concentration hours:  
- PSY 5655 Advanced General Psychology  
- and excluding Therapy, Assessment, and Practicum courses: (PSY 5700, 5701, 5710, 5901 and 5902)

This concentration is to 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.

### Sociology:

Required core courses:  
- SOC 5025 Advanced General Sociology  
- SOC 5200 Contemporary Sociological Theory  
- SOC 5350 Contemporary Social Issues  

Additional approved electives  

### B. Required Social Science Course:

The following course must be taken after candidacy acceptance within one of the chosen discipline concentrations, and will count toward that discipline’s 18 hour requirement.  
- C J/GHY/HIS/P S/SOC 5850 Social Science Seminar  

### C. Professional Education Requirements:

One course should be selected from the following with the approval of the Program Director:  
- LHE 5420 Community, Junior, and Technical Colleges  
- OR  
- LHE 5440 Instruction in Postsecondary Institutions  
- OR  
- LHE 5630 The Adult Learner  

**SUBTOTAL HOURS**: 3  
**TOTAL HOURS**: 39

### Thesis: None required  
### Language Proficiency: None required  
### Comprehensive: A written comprehensive exam will be administered by the student’s program advisory committee.  
### Product of Learning: None required
Department of Sociology and Social Work

Lorin A. Baumhover, Chairperson and Professor  
Ph.D., Colorado State University  
Gerontology

W. Edward Folts, Professor  
Ph.D., University of Florida  
Sociology, Gerontology

Fred A. Milano, Professor  
Ph.D., Pennsylvania State University  
Sociology

Kenneth B. Muir, Director of the M.A. in Social Sciences Program  
and Assistant Professor  
Ph.D., Virginia Tech  
Organizations, Media Sociology, Theory

Bradley Nash, Assistant Professor  
Ph.D., Virginia Tech  
Sociology

Janice G. Rienert, Professor  
Ph.D., Southern Illinois University  
Sociology

Edwin Rosenberg, Director of the Gerontology Program and Professor  
Ph.D., University of Southern California  
Sociology, Gerontology

G. Michael Wise, Professor  
Ph.D., North Carolina State University  
Sociology

The Department of Sociology and Social Work is the academic home of and participates in a program leading to the Master of Arts degree in Social Science, Education (Major Code: 282*) with two concentrations: (1) Community College/Sociology (Code: 282Q) and (2) Secondary School (Advanced Licensure)/Sociology (Code: 282W). For detailed requirements, see the Social Science description.

The Department of Sociology and Social Work is also the academic home and participates in the Master of Arts degree in Gerontology. It also offers a graduate certificate in Gerontology (245A). For more information, contact the program director at 828-262-6146 or visit our website at www.aging.appstate.edu.

(For a description of the course abbreviations used in the following list of courses, see page 46.)

SOCILOGY (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. (Dual-listed with SOC 4025.)

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 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 5551. The Social Context of Services to 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 on an aging society on social institutions as well as relevant modes of practice in addressing the needs of the older population are emphasized. Prerequisites for social work majors: SW 2020; SW 2360; SW 3330; or consent of the instructor. Prerequisites for sociology majors: none. (Same as SW 5551.) (Dual-listed with SOC 4551.)
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 prevention 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 5650. Women: Offenders, Victims, Practitioners/(3).S.
This course will explore issues related to women as offenders, victims, and practitioners in the criminal justice system. It will examine the types of crime committed by women, the ways women are handled by the police, courts and 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 consensual, 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 C J/GHY/HIS/P S 5850.) (Dual-listed with SOC 4850.)

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 a S/U basis.

Systematic study of the core areas of demography including fertility, mortality, and migration and the social and economic determinants and consequences of population processes. Survey of the concepts, methods, and materials of demographic analysis utilizing population projections, computer analysis, and census data.

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. It is graded on a S/U basis and 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.

SOCIAL WORK (S W)

S W 5551. The Social Context of Services to 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 on an aging society on social institutions as well as relevant modes of practice in addressing the needs of the older population are emphasized. Prerequisites for social work majors: SW 2020; SW 2630; SW 3330; or consent of the instructor. Prerequisites for sociology majors: none. (Same as SOC 5551.) (Dual-listed with SW 4551.)

S W 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.)

S W 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 intrafamilial 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.)
The Department of Technology provides programs in the study of technology. The department offers courses in a variety of technical areas including: manufacturing, graphic arts and imaging technology, appropriate technology, electronics, drafting and design, photography, technology education and construction. The student has the opportunity to develop technical skills in selected areas. Skills and experiences gained in these areas are related to professional development in the student’s selected field of endeavor.

The technology curriculum includes knowledge, concepts, and experiences which help the student interpret and manage the requirements of a technological society. Students will develop skills for understanding and effectively managing the systems and products of technology. Emphasis at the graduate level includes leadership, professional, 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. Advanced technical skills are developed in relation to specific concentration areas.

The Department offers the following graduate degree programs:

1. Master of Arts in Technology Education (Major Code: 546*), with two concentrations:
   (a) Secondary School Teaching (Code: 546S)
   (b) Community, Junior & Technical College Teaching (Code: 546J)

2. Master of Arts in Industrial Technology (Major Code: 538*), with eight concentrations:
   (a) Applied Electronics (Code: 538B)
   (b) Appropriate Technology (Code: 538C)
   (c) Building Science (Code: 538D)
   (d) Graphic Arts and Imaging Technology (Code: 538E)
   (e) Industrial Technology (Code: 538F)
   (f) Manufacturing Technology (Code: 538G)
   (g) Technical Communications (Code: 538H)
   (h) Technical Training (Code: 538I)


MASTER OF ARTS IN TECHNOLOGY EDUCATION+
Major Code: (Code: 546*)
Concentration: Secondary School Teaching (Code: 546S)

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 leadership, professional, and human relations skill development. A team-based problem-solving approach to course work and research is stressed. Field-based experiences in both education and industry 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.
Prerequisite:
Baccalaureate degree from an accredited college or university
North Carolina “A” license or the equivalent from another state.

Basic Criteria for Consideration
GPA of 3.0 or higher in the last 60 hours of undergraduate course work OR
(UGPA from last 60 hours X 400) + GREV + GREQ = 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:
  Letters of recommendation
  Interview
  Work experience
  Written statement of goals

Other Criteria for All Applicants
3 recommendations

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours are required for both thesis and non-thesis options.

+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.

Required Courses:

Research Requirements:
- TEC 5000 Research in Technology ................................................................. 3
- OR
- FDN 5000 Research Methods ................................................................. 3
- C I 5040 Teacher as Researcher ................................................................. 3
- OR
- TEC 5809 Research and Development in Technical Areas ................ 3

SUBTOTAL HOURS ................................................................................................. 6

Technology Requirements:
- TEC 5139 Technology and Culture ................................................................. 3
- TEC 5670 Seminar ................................................................................................. 0
- TEC 5909 Computer Uses for Industrial Research and Development .................. 3
- OR
- C I 5630 Instructional Technology ................................................................. 3
- TEC Electives ........................................................................................................ 12
  (Must be 5000 level or above and chosen with graduate advisor’s approval)
- TEC 5999 Thesis (Thesis option) ................................................................. 3
- OR
- TEC 5525 Product of Learning (Non-thesis option) ................................. 3
  (To be selected by the student in consultation with his/her committee)

SUBTOTAL HOURS ................................................................................................. 21

Professional Education Requirements:
- CI/SPE 5045 Advanced Topics in Diversity ........................................................ 3
- C I 5055 Connecting Learners and Subject Matter ........................................ 3
- FDN 5560 Classroom Assessment ................................................................. 3

SUBTOTAL HOURS ................................................................................................. 9

TOTAL HOURS ........................................................................................................ 36

Thesis: Optional
Language Proficiency: None required

Comprehensive:
  Non-thesis option: 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 the product of learning to the program committee.
Thesis option: Thesis Proposal (end of first year) and Thesis Defense: 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. Students writing a thesis should follow the guidelines and deadlines developed by the Graduate School as well as the department's schedule.

Product of Learning: Optional

MASTER OF ARTS IN TECHNOLOGY EDUCATION
Major Code: 546*
Concentration: Community, Junior and Technical College Teaching (Code: 546J)

This concentration will not result in North Carolina “G” licensure.

Prerequisite:
Baccalaureate degree from an accredited college or university
North Carolina “A” license or the equivalent from another state.

Basic Criteria for Consideration
GPA of 3.0 or higher in the last 60 hours of undergraduate course work OR
(UGPA from last 60 hours X 400) + GREV + GREQ = 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:
- Letters of recommendation
- Interview
- Work experience
- Written statement of goals

Other Criteria for All Applicants
3 recommendations

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 30-34 semester hours with thesis; 36 semester hours without thesis

Required Courses:
General Requirements:
FDN 5000 Research Methods .................................................................................................................. 3

TEC Requirements:
TEC 5119 Industrial Leadership, Organization and Communication ......................... 3
TEC 5129 Industrial Systems 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

SUBTOTAL HOURS ............................................................................................................................. 18

Professional Education Requirements:
LHE 5420 Community, Junior, and Technical Colleges ......................................................... 3
AND
LHE 5440 Instruction in Postsecondary Institutions ............................................................ 3

OR
LHE 5630 The Adult Learner ........................................................................................................... 3

OR
LHE 5900 School Administration and Supervision Internship/Field Study .................... 2-8

SUBTOTAL HOURS ............................................................................................................................. 5-11

Remaining Courses: (To be selected by the student in consultation with his/her committee.)
Thesis option:
TEC 5999 Thesis ............................................................................................................................... 2-4

Approved Electives .............................................................................................................................. 0-5

OR
Non-thesis option:
Approved Electives ................................................................................................................................. 7-13

SUBTOTAL HOURS ................................................................................................................................. 2-5 or 7-13

TOTAL HOURS ........................................................................................................................................ 30-34 or 36

Thesis: Optional

Language Proficiency: None required

Comprehensive:

Non-thesis option: 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.

Thesis option: Thesis Proposal (end of first year) and Thesis Defense: 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. Students writing a thesis
should follow the guidelines and deadlines developed by the Graduate School as well as the department’s schedule.

Product of Learning: None required

MASTER OF ARTS IN INDUSTRIAL TECHNOLOGY
Major Code: 538*
Concentrations: Applied Electronics (Code: 538B)
Appropriate Technology (Code: 538C)
Building Science (Code: 538D)
Graphic Arts and Imaging Technology (Code: 538E)
Industrial Technology (Code: 538F)
Manufacturing Technology (Code: 538G)
Technical Communications (Code: 538H)
Technical Training (Code: 538I)

This is a non-teaching degree program in which students must choose an approved concentration. Students do not do a thesis.

Prerequisites:
Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration
GPA of 3.0 or higher in the last 60 hours of undergraduate course work OR
(UGPA from last 60 hours X 400)  +  GREV  +  GREQ  =  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:
Letters of recommendation
Interview
Work experience
Written statement of goals

Other Criteria for All Applicants
3 recommendations

Deadline
1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

Required Courses:
General Requirements:
TEC 5000 Research in Technology ........................................................................................................ 3

TEC Requirements:
TEC 5119 Industrial Leadership, Organization and Communication ............................................. 3
TEC 5129 Industrial Systems 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

SUBTOTAL HOURS ................................................................................................................................. 18
Remainder Courses:

Concentration ......................................................................................................................................... 9-12

NOTE: Students in this major must complete a 9-12 hour concentration either in the Department of Technology or an interdisciplinary option. To be selected by the student in consultation with his/her committee.

Approved Electives ................................................................................................................................... 6-9

SUBTOTAL HOURS .................................................................................................................................. 18

CONCENTRATIONS: Concentrations for the Master of Arts in Industrial Technology are available in eight areas. Students in this area may elect one of the Technology concentrations or an interdisciplinary concentration.

(A) Technology Concentrations:

Building Science (Code: 538D)
Graphic Arts and Imaging Technology (Code: 538E)
Manufacturing Technology (Code: 538G)

Each concentration has a set of specific technical competencies that the student must meet prior to graduation. Students selecting one of these three concentrations will be required to take 9-12 hours of course work that will provide advanced study, technical skill development, and problem identification and research in the selected concentration area. Students will have the opportunity to work on their technical competencies in these classes. The classes will also provide interaction among students from all concentration areas in the department.

TEC 5509 Technical Competency Development .................................................................................. 3-6
TEC 5900 Internship (recommended) .................................................................................................. 3
AND ONE OF THE FOLLOWING COURSES:

TEC 5309 Computer Networking ........................................................................................................ 3
TEC 5409 Technical Presentations ........................................................................................................ 3
TEC 5709 Forecasting and Assessment of Technology ......................................................................... 3

SUBTOTAL HOURS .................................................................................................................................. 9-12

(B) Interdisciplinary Concentrations:

Applied Electronics (Code: 538B)
Appropriate Technology (Code: 538C)
Industrial Technology (Code: 538F)
Technical Communications (Code: 538H)
Technical Training (Code: 538I)

Each concentration will consist of 9-12 semester hours of course work from a specified list of courses for each concentration. (See Graduate Advisor for list.) The remaining elective courses will be selected by the student in consultation with his/her graduate committee.

SUBTOTAL HOURS .................................................................................................................................. 9-12

TOTAL HOURS ...................................................................................................................................... 36

Thesis: None

Language Proficiency: None required

Comprehensive:

Non-thesis option: 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

MASTER OF ARTS IN INDUSTRIAL TECHNOLOGY

Major Code: 532A

This is a non-teaching degree program in which students do a thesis instead of a concentration.

Prerequisites:

Baccalaureate degree from an accredited college or university. Basic Criteria for Consideration GPA of 3.0 or higher in the last 60 hours of undergraduate course work OR

(UGPA from last 60 hours  X  400)  +  GREV  +  GREQ  =  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:

- Letters of recommendation
- Interview
- Work experience
- Written statement of goals

**Other Criteria for All Applicants**

3 recommendations

**Deadline**

1 July for Fall/ 1 November for Spring/ 1 April for Summer

**Hours: 30 semester hours**

**Required Courses:**

**General Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEC 5000</td>
<td>Research in Technology</td>
<td>3</td>
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</tbody>
</table>

**TEC Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEC 5119</td>
<td>Industrial Leadership, Organization and Communication</td>
<td>3</td>
</tr>
<tr>
<td>TEC 5129</td>
<td>Industrial Systems 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>
<tr>
<td>TEC 5999</td>
<td>Thesis</td>
<td>2-4</td>
</tr>
</tbody>
</table>

**SUBTOTAL HOURS** ..................................................................................................................... 20-22

**Remaining Courses/Electives:** ........................................................................................................ 8-10

**SUBTOTAL HOURS** ....................................................................................................................... 8-10

**TOTAL HOURS** ............................................................................................................................... 30

**Thesis:** Required

**Language 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 as well as the department’s schedule.

**Product of Learning:** None required

**GENERAL NOTES FOR DEPARTMENT OF TECHNOLOGY:**

A. Requirements for Admission to Candidacy

1. Satisfactory completion of FDN 5000 or TEC 5000
2. Completion of 8 semester hours of graduate course work with at least a 3.00 grade point average.
3. Completion of an approved Program of Study which is filed with the graduate coordinator.
4. Students pursuing the Master of Arts in Technology Education with a concentration in Secondary School Teaching must take the PRAXIS (NTE) common and area exam.

B. Independent study courses are not to be taken before admission to candidacy is completed.

(For a description of the course abbreviations used in the following list of courses, see page 46.)
TECHNOLOGY (TEC)

TEC 5000. Research in Technology/(3).F.
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. Industrial Systems Management/(3).S.
The study of planning industrial processes and the techniques used to measure and control their outcomes.

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.

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 (LAN’s) will be emphasized. In particular, developing the skills needed for installation, troubleshooting, and optimization of networks will be the primary goal of the course.

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 5512. Advanced Electronic Imaging/Cross Media/(3).F.
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: TEC 3702. [Dual-listed with TEC 4512.]

Graded on an S/U basis only.

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, 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 5557. Manufacturing Production Techniques/(3).S.
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 one hour, laboratory four hours. (Dual-listed with TEC 4557.)

TEC 5558. Digital Printing/(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 four hours. Prerequisite: TEC 3702. [Dual-listed with TEC 4558.]

TEC 5560. Advanced Problems in Technical Areas/ (1-2).F:S.
Individual research. Areas to be determined by need, background, and interest. Prerequisite: Must have been admitted to candidacy.

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 5566. Advanced Flexographic Printing Methods/(3).F: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. Prerequisite: TEC 3012. [Dual-listed with TEC 4566.]
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 5591. Advanced Offset Printing Methods/(3).F.S.
This course is designed to build on the basics covered in Graphic Communications I and Graphic Communications II and Electronic Prepress and Electronic Imaging. Students will gain experience in advanced techniques in electronic prepress, halftones, duotones, process color, process stripping and process press work. The class will meet for two hours of theory and four hours of laboratory. Prerequisites: TEC 3012 and 3702. [Dual-listed with TEC 4591.]

TEC 5592. Advanced Screen Process Printing/(3).F.S.
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 5608. Renewable Electricity 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 solar, wind and hydro resources into electricity. Students will learn how to measure these renewable resources and estimate the power that could be produced from them. They will 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. (Dual-listed with TEC 4608.)

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 5622. Current Trends in Graphic Communications/(2).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. (Dual-listed with TEC 4622.)

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: 3408 or permission of the instructor. (Dual-listed with TEC 4638.)

TEC 5639. Career and Technical Student Organizations/(3).On Demand.
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 pre-
sentations 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 attend all departmental seminars while enrolled as full time students. Graded on an S/U basis only.

**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 also 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. Prerequisite: TEC 2708 or permission of instructor. [Dual-listed with TEC 4708.]

**TEC 5709. Forecasting and Assessment of Technology/(3).S.(Even-numbered years).**
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 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 or permission of instructor, and basic knowledge of computer word processing, Internet procedures, and spreadsheets. [Dual-listed with TEC 4718.]

**TEC 5721. 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 3021. [Dual-listed with TEC 4721.]

**TEC 5809. Research and Development in Technical Areas/(3).F:S.**
Investigation and experimentation with contemporary processes, materials, and techniques to improve technical areas. Emphasis is on recent technological advances.

**TEC 5900. Internship/(3-6).F:S.**
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. Two-hour seminar and two-hour laboratory. Prerequisites: TEC 1001 and 2803 or equivalents.

**TEC 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. It is graded on an S/U basis and does not count toward a degree.

**TEC 5999. Thesis/(2-4).F:S.**
Graded on an S/U basis only.
Department of Theatre and Dance

Susan S. Cole, Chairperson and Professor
Ph.D., University of Oregon
Directing, Theatre History

Marianne Adams, Professor
M.F.A., University of North Carolina at Greensboro
Expressive Arts and Dance

Frank C. Mohler, II, Professor
Ph.D., Ohio State University
Theatre History, Theatrical Design

The Department of Theatre and Dance does not offer a graduate program. The course numbers are used to complement other graduate degree programs.

(For a description of the course abbreviations used in the following list of courses, see page 46.)

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