

2014-15 Graduate Bulletin & Course Catalog

The Appalachian State University 2014-15 Graduate Bulletin and Course Catalog publication is available electronically in HTML format; links to the sections are below. Persons with limited Internet access who wish to obtain a CD version of this Bulletin should contact the Graduate School (gradschool@appstate.edu; 828.262.2130).

This Bulletin is intended for information purposes only and does not constitute a contract between the University and the student. While this Bulletin and Course Catalog presents policies and programs as accurately as possible at the time of publication, the University reserves the right to revise any section or part without notice or obligation.

Persons with questions about policies contained in this Bulletin may seek clarification from the Graduate School (gradschool@appstate.edu; 828.262.2130).

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Appalachian State University is committed to providing equal opportunity in education and employment to all applicants, students, and employees. The University has a strong commitment to the principles of diversity and inclusion, and to maintaining working and learning environments that are free of all forms of discrimination. The University actively promotes diversity among students and employees.

About this Bulletin

The Appalachian State University 2014-15 Graduate Bulletin and Course Catalog is available electronically as HTML from the Registrar's website:

www.registrar.appstate.edu. Persons with limited Internet access who wish to obtain a CD version of this Bulletin should contact the Graduate School admissions team (gradadmissions@appstate.edu; 828.262.2130).

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This PDF version was built from the HTML Appalachian State University 2014-15 Graduate Bulletin and Course Catalog.

Navigating Through The Bulletin

This Bulletin may be viewed with any web browser software package, such as Firefox®, Safari®, or Internet Explorer®.

Side Bar: Users can jump to a particular section using the links on the left of each page.

Printing Sections

Applicants: We suggest that applicants print the following sections to assist with navigating the admissions process: [Admissions](#); [Expenses and Financial Aid](#).

Program Requirements: Once admitted, students should print out the section on the relevant program from the bulletin in effect during their term of admission. Those are the program requirements that will be in effect for the student unless permission is requested and granted to change to a newer bulletin.

Rules and Regulations: Please note that changes to the [Academic Requirements and Regulations](#) section of the Bulletin are effective for all students regardless of which bulletin was in effect when the student entered.

The Cratis D. Williams Graduate School

Max Poole, Dean

Robert Sanders, Associate Dean

www.graduate.appstate.edu

With responsibility for all aspects of graduate education at Appalachian, the Graduate School consists of a Graduate Faculty represented by the Dean, who is the administrative officer for the Graduate School, and the Graduate Council. The Dean reports to the Provost and Executive Vice Chancellor for Academic Affairs.

Mission

The Cratis D. Williams Graduate School supports the academic and professional development of graduate students by offering a challenging intellectual environment that promotes shared learning and discovery. A supportive graduate faculty advances graduate students' curiosity, passion, and knowledge, engaging students as colleagues and guiding students to become active contributors to knowledge, creativity, and innovation in their disciplines.

Guiding Principle

The Graduate School accomplishes its mission by developing, fostering, and monitoring quality graduate degree and certificate programs; ensuring a highly qualified and engaged graduate faculty; and supporting graduate students through fellowships, tuition scholarships, assistantships, student awards, and research grants.

Vision

With emphasis on graduate education as a fundamental part of the University's strategic priorities, the Graduate School aspires to be recognized for innovative and responsive graduate programs that provide relevant academic and professional experiences for its students, preparing them for rewarding careers in the increasingly diverse communities of North Carolina, the nation, and the world.

Goals for Graduate Education

The Graduate School advocates the following educational goals for each graduate student:

- Students will demonstrate mastery of the discipline at a level of rigor commensurate with post-baccalaureate education.

- Students will develop and apply skills in current research and/or professional practices to address complex issues in an increasingly diverse and global society.
- Students will acquire an understanding of and commitment to professional ethical standards.
- Students will communicate effectively in ways that are professionally appropriate.

In support of these educational goals and with the collaboration of the colleges, schools, and departments, the Cratis D. Williams Graduate School will advocate for graduate education and will:

- Work to enhance graduate programs through:
 - ongoing assessment of degree and certificate programs in the context of the University's mission and current research and practice;
 - enforcement of admission standards appropriate to identify qualified students who have the ability to complete a program successfully;
 - validation of student progress and adherence to the curriculum;
 - review and appointment of the graduate faculty.
- Work to secure and allocate efficiently an increasing amount of resources, including assistantships, fellowships, tuition scholarships, and research grants, consistent with the needs of graduate education.
- Provide guidance and support for recruiting increasingly qualified and diverse applicant pools.
- Facilitate graduate program development.

The University

Sheri Noren Everts, Chancellor

In North Carolina, all the public educational institutions that grant graduate degrees are part of the University of North Carolina. Appalachian State University is one of the 17 constituent institutions of this multi-campus state university.

Appalachian's Mission

Established in 1899 as Watauga Academy, Appalachian State University has evolved into a preeminent university located in a unique, rural mountain environment. As a member of the University of North Carolina, Appalachian's fundamental mission is to discover, create, transmit, and apply knowledge to address the needs of individuals and society. This mission is achieved by providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers; offering graduate students distinctively relevant programs; maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students and who produce high levels of scholarship and creative activities. Appalachian recognizes that the success of the university depends upon the achievement and cooperation of a diverse community of students, faculty, and staff and strives to implement policies and allocate resources accordingly. We accept our responsibility to be actively involved in addressing the educational, economic, cultural, and societal needs of the changing region, state, nation, and world. As a publicly funded institution, Appalachian is committed to accomplishing its initiatives through efficient and effective resource utilization.

— The University of North Carolina Board of Governors (2009)

Accreditation

Institutional Accreditation

Appalachian State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, intermediate, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Appalachian State University. Contact information for the Commission on Colleges is provided to allow interested constituents to: (1) learn about the accreditation status of the institution, (2) file a third-party comment at the time of the institution's decennial review, or (3) file a complaint against the institution for alleged non-compliance with a standard or requirement. Normal inquiries about the institution, such as admission requirements, financial

aid, educational programs, and educational support services, should be addressed directly to Appalachian State University and not to the Commission's office.

Disciplinary Accreditation

In addition to this comprehensive accreditation, other special accreditation related to graduate degree and certificate programs by appropriate agencies includes:

- AACSB International - The Association to Advance Collegiate Schools of Business
- The Accreditation Council for Education in Nutrition and Dietetics of the Academic of Nutrition and Dietetics
- The Commission on Accreditation for Marriage and Family Therapy Education
- The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA)
- The Council for the Accreditation of Counseling and Related Education Programs
- The Council on Social Work Education
- The National Association of School Psychologists
- The National Association of Schools of Music
- The National Association of Schools of Public Affairs and Administration
- The National Council for Accreditation of Teacher Education
- The North Carolina Department of Public Instruction

The University is a member of appropriate state and national associations and organizations to which its graduate programs are related. These include, but are not limited to, the following:

- The Academic of Nutrition and Dietetics
- The American Association of Colleges for Teacher Education
- The American Association for Marriage and Family Therapy
- The American Association of University Women
- The American Council on Education
- The American Counseling Association
- The American Music Therapy Association
- The American Speech-Language-Hearing 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 of Teacher Educators
- 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 Industrial Technology
- The National Middle School Association
- The National Organization on Legal Problems of Education
- The North Carolina Academy of Science
- The North Carolina Association of Colleges and Universities
- The North Carolina Association of Colleges for Teacher Education
- The North Carolina Association of Summer Sessions
- The North Carolina Conference of Graduate Schools
- The North Carolina League of Middle Schools
- The North Carolina Professors of Educational Leadership
- Professional and Organizational Development
- South Atlantic States Association for Asian and African Studies
- The Teacher Education Council of State Colleges and Universities

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 traveled 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. At that time 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 University and East Carolina University. 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 to 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 idea 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 succeeded 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, D.C. 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 performers, 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 State University in national publications, e.g., U.S. News and 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, whose tenure was marked by still greater emphasis on campus cultural life, met with remarkable success in attracting private support for his efforts on behalf of arts programs and facilities. In addition to emphasizing the goal of diversifying Appalachian's student body and faculty, he presided over the creation of ground-breaking partnerships with two-year colleges in the region, strengthened Appalachian's affiliations with other universities around the globe, and, like his predecessors, practiced a decidedly student-centered administrative philosophy. During this period, Appalachian not only maintained its customary place on the list

of outstanding comprehensive universities annually identified by such publications as U.S. News and World Report but was named Time Magazine's College of the Year in 2001.

A New Century: Upon Chancellor Borkowski's return to the faculty, Provost Harvey R. Durham served as Interim Chancellor for 2003-2004. Given his 38 years of experience on the campus and the universal respect with which he was regarded, Dr. Durham was the ideal figure to keep Appalachian on its upward trajectory while a new Chancellor was sought. The search concluded close to home, with the appointment of Dr. Kenneth E. Peacock, Acting Provost and former Dean of the Walker College of Business, as the sixth Chief Executive of Appalachian State University. Chancellor Peacock's contagiously ambitious vision for the university is already manifesting itself in an outpouring of new program initiatives, particularly in the field of allied health, and the energetic exploration of fresh sources of support for the multifaceted mission of the institution. By every indication, Chancellor Peacock's leadership will keep Appalachian true to its tradition of being a student-focused institution responsive to the needs of North Carolina.

History of the University of North Carolina

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. The multi-campus state university encompasses 16 such institutions, as well as the NC School of Science and Mathematics, the nation's first public residential high school for gifted students. Chartered by the North Carolina General Assembly in 1789, the University of North Carolina 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.

Additional institutions of higher education, diverse in origin and purpose, began to win sponsorship from the General Assembly beginning as early as 1877. Five were historically black institutions, and another was founded to educate American Indians. Some began as high schools. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

The 1931 session of the 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 legislation was passed 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 (now the University of North Carolina School of the Arts), Pembroke State University (now the University of North Carolina at Pembroke), Western Carolina University, and Winston-Salem State University. In 1985 the NC School of Science and Mathematics was declared an affiliated school of the University; in July 2007 NCSSM by legislative action became a constituent institution of the University of North Carolina. All the schools and universities welcome students of both sexes and all races.

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve limited periods as non-voting members emeriti. The president of the UNC Association of Student Governments or that student's designee is also a non-voting member.

Each of the UNC campuses 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 university 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 UNC School of the Arts has two additional ex officio members; and the NC School of Science and Mathematics has a 27-member board as required by law.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

- Appalachian State University
- East Carolina University
- Elizabeth City State University
- Fayetteville State University
- North Carolina Agricultural and Technical State University
- North Carolina Central University
- North Carolina School of Science and Mathematics
- North Carolina State University
- University of North Carolina at Asheville
- University of North Carolina at Chapel Hill
- University of North Carolina at Charlotte
- University of North Carolina at Greensboro

- University of North Carolina at Pembroke
- University of North Carolina School of the Arts
- University of North Carolina at Wilmington
- Western Carolina University
- Winston-Salem State University

In addition to its teaching role, the University of North Carolina has a long-standing commitment to public service. The UNC Center for Public Television, the UNC Health Care System, the cooperative extension and research services, nine area health education centers, and myriad other University programs and facilities reap social and economic benefits for the state and its people.

Academic Affairs

Lori S. Gonzalez, Provost and Executive Vice Chancellor

www.academicaffairs.appstate.edu

With primary responsibility for the academic mission of the University, the Office of Academic Affairs is committed to the principle that providing students with ready access to skilled and dedicated faculty remains the surest formula for producing graduates of exceptional quality. In classrooms, laboratories, libraries and studios across our campus - and, increasingly, all across the globe - Appalachian's faculty and students are carrying that tradition forward into new times and new places.

Belk Library and Information Commons

www.library.appstate.edu

The Belk Library and Information Commons is centrally located on Appalachian's campus and provides access to a wide range of information resources. The Library's collections include over 681,000 print books, 539,000 e-books, 68,000 audiovisual materials, and 1.5 million microforms. The Library's web site provides access to 431 full text and citation databases and the online catalog. Library faculty and staff manage the collections and assist people in their research. The Library provides areas for individual and collaborative study, electronic classrooms, and a lecture hall. The Library has wireless access, 480 computers, and is open 104 hours a week: Sunday 12:30 pm to 2:00 am, Monday through Thursday 7:30 am to 2:00 am, Friday 7:30 am to 6:00 pm, and Saturday noon to 6:00 pm (excluding holidays and breaks).

The principal educational goal of the Library is to improve the information literacy of students. Information literacy is the ability to find, evaluate and use information effectively, and it is an educational goal for every ASU graduate. To help students develop information literacy skills, librarians provide classroom instruction and one-on-one research assistance, as well as online tutorials and reference chat service.

The Library has numerous special collections including the W.L. Eury Appalachian Collection, the Stock Car Racing Collection, the University Archives and Records, and several Rare Book Collections all located on the Library's fourth floor. Selected materials from these collections are digitized and available on the Library's web site. On the ground floor, the Instructional Materials Center contains resources for teacher education and instructional development. The Music Library is located on

the second floor of the Broyhill Music Center and contains the books, scores, and sound recordings which support the curricula of the Hayes School of Music and other Appalachian programs. For items not held by the Library, interlibrary loan services and 48-hour delivery options from UNC-Asheville and Western Carolina University are available.

The Belk Library provides wireless access throughout the building and offers 480 computers including 100 wireless laptops for in-house checkout. All computers provide access to a full suite of software for academic projects across the disciplines. The Digital Media Studio within the Library provides assistance and access to digital media creation software and high-end equipment for creating digital products. The Assistive Technology Room provides access to software and equipment to accommodate the research needs of students and faculty with a variety of vision, hearing, learning, and/or mobility impairments.

The Cratis D. Williams Graduate School

www.graduate.appstate.edu

With responsibility for Graduate Studies, Grants Resources and Services, Sponsored Programs, and Research Protections, the Graduate School consists of a Graduate Faculty represented by the Dean, who is the chief research officer for the University as well as the administrative officer for the Graduate School, and the Graduate Council. The Dean reports to the Provost and Executive Vice Chancellor for Academic Affairs and is responsible for research and sponsored programs and for graduate education.

Graduate Education

Graduate study at Appalachian includes encouraging academic inquiry, providing opportunities and facilities for advanced study and research, and developing or extending academic or professional specializations. Accordingly, the Cratis D. Williams Graduate School offers programs leading to master's, specialist, and doctoral degrees, as well as selected graduate certificates.

As part of its responsibility for graduate education, the Graduate School oversees all graduate work carried out in the departments, schools, and colleges of the University by evaluating and approving applicants for graduate study; reviewing and approving qualifications of candidates for graduate degrees; reviewing graduate curricula and programs; reviewing graduate faculty credentials; and administering assistantship, scholarship, and fellowship programs.

Division of Educational Outreach and Summer Programs

In cooperation with each of the colleges of the University, the Division of Educational Outreach and Summer Programs provides access to a continuum of educational and enrichment experiences for those outside the confines of the residential academic year, through field-based courses, conferences, camp programs, summer sessions offerings, and professional development programs.

Although the Division of Educational Outreach and Summer Programs does not grant degrees, the offices within the division work closely with all academic departments/programs and divisions of the University in order to better serve the various groups, individuals and geographic regions calling upon the University for its services. The offices within the Division of Educational Outreach and Summer Programs are:

- Appalachian State University Greater Hickory Partnership
- Office of Conferences and Camp Services
- Office of Distance Education (including the Appalachian Learning Alliance)
- Office of Summer Sessions and Professional Development

Appalachian State University Greater Hickory Partnership

www.ghp.appstate.edu

The Appalachian State University Greater Hickory Partnership is a collaborative among Appalachian State University, Caldwell Community College and Technical Institute, Catawba Valley Community College and Western Piedmont Community College, and has established Appalachian State University Centers on or near each of these institutions. The purpose of this organization is to better serve the educational needs of the citizens of these communities. These centers, along with the North Carolina Center for Engineering Technologies, comprise a four-facility organization focused on identifying and meeting post-community college educational needs in the greater Hickory North Carolina region. Working collaboratively with leadership on the main campus in Boone, and with government, civic, and business interests in the region, the director and staff of the partnership investigate and deliver undergraduate degree completion, graduate degrees, and not-for-credit offerings at each of the four facilities. For more information, please call the Greater Hickory Partnership administrative offices, located at the Appalachian State University Center at Hickory at (828) 324-6966.

Office of Conferences and Camp Services

www.conferences-camps.appstate.edu

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 Camp Services is responsible for the development, coordination, promotion and management of non-credit continuing education programs. Programs are offered to individuals, utilizing the resources of a diversified faculty and staff and the modern facilities, equipment, and accommodations at the Broyhill Events 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 the Office of Conferences and Camp Services, University Hall, Appalachian State University, Boone, NC 28608. Phone (828) 262-3045.

Office of Distance Education

www.distance.appstate.edu

The Office of Distance Education is the administrative unit of the University responsible for the implementation of off-campus degree credit programs and courses. Through coordination with the academic colleges and departments/programs, institutional resources are extended into the University's service region at ASU Centers which are part of the ASU Greater Hickory Partnership, at Appalachian Learning Alliance and other community colleges and at other UNC System institutions including the UNC School of the Arts in Winston Salem and the UNC-Asheville Graduate Center. Selected programs are also offered online.

Appalachian offers undergraduate degree completion programs in part-time settings in its service region, as well as in an emerging full-time daytime format at selected locations in the Greater Hickory region. Off-campus graduate degree offerings have been made available to citizens of western North Carolina at select locations for over fifty years. For additional information about credit and programs offered off-campus, please contact the Office of Distance Education, P.O. Box 32054, University Hall Drive, Boone, NC 28608, or call (828) 262-3113 or (800) 355-4084.

Office of Summer Sessions and Professional Development

www.summerschool.appstate.edu

The Office of Summer Sessions and Professional Development coordinates all on-campus academic summer courses provided by Appalachian faculty and noted visiting faculty. These summer programs include workshops, seminars and traditional courses of varying lengths to allow Appalachian students as well as visiting students from other institutions to fit summer studies into busy summer schedules. Summer at Appalachian State University offers students many opportunities to add a minor, tackle a challenging course, graduate early, or study abroad.

On-campus special courses and other programs are offered to teachers and other professionals for both enrichment and the pursuit of advanced degrees.

Office of Equity, Diversity and Compliance

www.edc.appstate.edu

The Office of Equity, Diversity and Compliance (EDC) reports directly to the provost and executive vice chancellor for the Office of Academic Affairs. EDC programs and services, summarized below, support students, staff, faculty, administrators, and campus visitors.

Equity

Concerns about impermissible harassment or discrimination from any member of the university community are investigated by EDC staff and, if indicated, brought to resolution. State and federal laws protect all citizens from discrimination and harassment based on religion, creed, race, color, national origin, sex, age, disability, political affiliation and veteran status. Appalachian extends this protection to include sexual orientation and gender identity and expression.

Diversity

EDC staff members facilitate workshops in recognizing and preventing impermissible harassment and discrimination, appreciating differences in others, GLBT issues in the classroom, and creating respectful working and learning environments to any on- or off-campus class, organization, or unit. EDC sponsors the Open Door program and is a founding sponsor of the annual Diversity Celebration.

Compliance

EDC is responsible for directing and monitoring EPA search and hiring procedures, affirmative action and equal opportunity compliance, the EPA exit interview

process, and Title IX compliance. The director of EDC is the Title IX coordinator for the university.

The Office of Disability Services

www.ods.appstate.edu

The Office of Disability Services (ODS) assists eligible students and employees with documented disabilities by determining and coordinating reasonable academic or workplace accommodations. Reasonable accommodations are determined individually and are intended to minimize the effects of the impact of specific limitations caused by a disability in order for a qualified individual to have equal access to programs, services and activities.

Consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, it is the policy of Appalachian State University that no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity that receives federal financial assistance. ODS works diligently to ensure that individuals with disabilities are provided equal access at Appalachian State University.

Individuals seeking reasonable accommodations due to a disability must submit current, comprehensive documentation meeting documentation guidelines and a Disability Disclosure Form. After ODS has received the Disability Disclosure Form and appropriate documentation, ODS will review for eligibility in a timely manner on a case-by-case basis. To complete registration, eligible individuals will be asked to schedule a meeting to prepare an their Accommodation Plan.

Information Technology Services

www.its.appstate.edu

Information Technology Services (ITS) provides faculty, staff and students with the necessary technology resources to meet the instructional and administrative needs of the campus. To accomplish this, our focus is on meeting logistical needs including networking, email and technical support; web-enabled self-service resources for accessing information; activities to support teaching and learning with technology, including on-line classes; and enterprise administrative/decision support systems. All of these resources should support the campus strategic plan and be scalable and adjusted as needs change.

Institutional Research, Assessment and Planning

www.irap.appstate.edu

The fundamental purpose of the Office of Institutional Research, Assessment & Planning (IRAP) is twofold, directed toward fulfilling the stated missions of the University of North Carolina and of Appalachian State University:

to provide data support for university planning and management activities; and,
to provide leadership for comprehensive academic and administrative planning and assessment.

IRAP assumes primary responsibility for (a) collecting data about the performance of the university, (b) collecting data about the environment of the university, (c) analyzing, interpreting, and presenting the collected data, and (d) transforming the data into meaningful information that supports university planning, policy making, decision making, and assessment. Services of IRAP are available to university administrators, faculty, and students involved in planning and management activities as well as to persons and agencies outside the university. In fulfilling its mission, IRAP seeks to anticipate information needs, present information in accessible and useful ways, and provide prompt, accurate, and courteous service.

Office of International Education and Development (OIED)

www.international.appstate.edu

Appalachian combines a strong liberal arts foundation with a comprehensive, pervasive, and integrated commitment to internationalization. The mission of internationalization efforts at Appalachian is to develop awareness, knowledge, and appreciation of and respect for cultural differences in both domestic and international contexts in students, faculty, staff, and the surrounding communities. The University is also dedicated to creating a campus environment that builds the theoretical and practical skills needed to interact effectively in a global society. Through the curriculum, co-curricular activities, relationships with scholars and students from around the world, education abroad programs, grants and scholarships for collaborative research abroad, and numerous cross-cultural programs, Appalachian creates opportunities for students to understand the world and be active participants in it. Appalachian's ability to fulfill the commitment to internationalization is the result of bright and curious students working with an inspired and diverse faculty, a demanding and interdisciplinary curriculum, and a thriving international program.

Education Abroad

Appalachian Overseas Education Programs: Appalachian Overseas Education Programs offer students a wide selection of faculty-led, short-term study abroad programs. Students have the opportunity to earn up to six credit hours, which are applied toward their degree programs, while spending one to five weeks abroad. With the exception of some language programs, Appalachian faculty members teach short-term study abroad courses in English. Financial aid is available to eligible students. Program participants can also apply for a limited number of education abroad scholarships offered through OIED.

International Student Exchange and Study Abroad: Through bilateral exchange, consortia, and affiliation agreements, Appalachian students have access to more than 200 international programs to consider for semester or year study overseas. OIED partners with more than 60 institutions abroad for exchange programs and Appalachian is a member of the University of North Carolina Exchange Program and the International Student Exchange Program. While many locations offer the opportunity to study in a foreign language, many programs are in English-speaking countries or offer courses in English. The cost of all bilateral exchanges is the same as tuition and fees at Appalachian and room and board at most partner institutions is the same as on campus; the cost of other programs vary widely. Students who receive scholarships and financial aid can apply these benefits to the cost of studying abroad. Students can also apply for a limited number of education abroad scholarships offered through OIED.

International Outreach

International Outreach at Appalachian provides resources and develops intercultural programming and training initiatives to serve the campus as well as the communities of Northwestern North Carolina. Programming efforts in International Outreach promote the internationalization of the Appalachian campus, the local community, and K-12 schools in this region. The mission of International Outreach is to deepen global understanding by promoting cross-cultural sharing and learning opportunities among Appalachian students and staff, regional schools, and community members.

International Research And Development

OIED strengthens the internationalization of Appalachian through world-class contributions to education, research, and development across the globe. OIED designs and implements international technical assistance and training projects and contributes to both the theory and the practice of international development. Through its development and participant training projects, research, and outreach activities, OIED works to enhance the capacity of developing nations to meet critical challenges. OIED works to bridge the gap between the theory and practice of international development by offering research, service, and learning opportunities abroad to Appalachian faculty, staff, and students.

International Student and Scholar Services

Appalachian offers comprehensive support services for our international students and scholars. These services include personal advising, academic support, assistance with immigration and health insurance, and social and informative programs including a week-long welcome orientation, host family matching, "This, too, is America" - a series of classes and excursions to local and national places of interest, International Coffee Hours on campus, and other cultural events. International Appalachian (INTAPP), a university-funded student service organization, works with OIED to help orient and acclimate international students to the Appalachian campus. The International Faculty, Staff, and Spouse Association (IFSSA) is a vital support resource for all international faculties, staff and their families.

Office of Research

www.orsp.appstate.edu

The Office of Research serves as a major advocate for research by assisting faculty, staff, and students in the acquisition of external funding; by providing internal support for research and creative endeavors; and by insuring a visible profile for University research and grant activities.

Grants Resources & Services and Sponsored Programs

The Grants Resources and Services staff provides assistance to the University community in identifying both public and private sources of external funding and in the development of grant proposals. The Sponsored Programs staff oversees submission of all grants and contracts on behalf of the University community, including monitoring proposals for compliance with University, State, and funding agency requirements, and acquiring proper administrative approvals.

The Office of Special Funds Accounting in the Division of Business Affairs assists faculty, staff, and students with the financial administration of grants and contracts after the funds have been awarded to the University.

Research Protections

Integrity in research is the basis for the academic search for knowledge. Persons involved in academic research must guard the truth and protect the public trust that research in an academic environment has long held. The Chief Research Officer, the Director of Research Protections, and the staff of Research and Sponsored Programs are responsible for monitoring compliance with policies on the responsible conduct of research at Appalachian, including integrity in scholarship and scientific research; the rights and welfare of human research subjects; care for laboratory animals; dissemination of technology, goods, and information to foreign nationals, countries, and other international entities; and ownership of research and other intellectual property.

Office of Student Research

www.osr.appstate.edu

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

Research Institute for Energy, Economics, and the Environment

www.rieee.appstate.edu

Appalachian's Research Institute for Environment, Energy, and Economics (RIEEE) was established in November 2008 to enhance research opportunities for faculty and students whose interests are associated with environmental science, renewable energy and economics. The Institute serves as an umbrella organization for three centers including The Appalachian Energy Center and the Center for Economic Research and Policy Analysis (CERPA), which currently exist, and the Southern Appalachian Environmental Research and Education Center (SAEREC), which has been proposed. The Centers represent the three major elements of

research and educational outreach concerning the environment, energy, and economics.

William C. Hubbard Programs for Faculty Excellence

www.hubbard.appstate.edu

The Hubbard Programs provide support and leadership to faculty members and departments in the development of innovative pedagogies; interdisciplinary teaching; “across the curriculum” competencies; appropriate uses of instructional technology; outcomes-based assessment; scholarly agendas; valid, reliable and efficient faculty evaluation processes; preparation for administrative roles; preparation for global competencies; and effective planning for different career stages.

Graduate Student Life

Athletics

www.appstate.edu/athletics

Appalachian State University fields 20 varsity sports and all are members of NCAA Division I - the nation's highest level of intercollegiate athletics. On July 1, 2014, Appalachian will join the Sun Belt Conference - one of 10 conferences that are members of the Division I Football Bowl Subdivision (FBS) - after 43 ultra-successful years in the Southern Conference. Appalachian State's athletic accomplishments at the conference and national levels span all 20 sports, most notably Mountaineer football.

Each of the Mountaineers' 20 sports train and compete in facilities that have been built or remodeled since 2000. The facilities are highlighted by the 120,000-square-foot Appalachian Athletics Center, which houses training and academic areas for all 20 sports. Other facilities include Kidd Brewer Stadium (football, field hockey, track and field), the Holmes Center (basketball, volleyball, track and field), Beaver Field at the Jim and Bettie Smith Stadium (baseball), Sywassink/Lloyd Family Stadium (softball), Appalachian State's Soccer Stadium at the Ted Mackorell Soccer Complex (soccer), Appalachian Varsity Courts (tennis) and the Don Kennedy Trails (cross country). The Mountaineers also practice in top-notch surroundings at the Sofield Family Indoor Practice Facility and Varsity Gym, which is also the competition venue for Appalachian State wrestling.

Career Development Center

careers.appstate.edu

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

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

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

Center for Student Involvement and Leadership

www.csil.appstate.edu

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

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

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

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

Counseling and Psychological Services Center

www.counseling.appstate.edu

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

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

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

The Peer Career Center, co-sponsored by the Counseling and Psychological Services Center and the Career Development Center, offers assistance in career choice and planning. Trained and supervised student counselors assist students in

learning about themselves and the world of work, making decisions, and developing career plans.

Food Services

www.foodservices.appstate.edu

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

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

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

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

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

Graduate Student Association Senate

www.gsas.appstate.edu

The Graduate Student Association Senate (GSAS) of Appalachian State University is an elected body through which the graduate students express their concern for the welfare of the graduate students at the University, develop and disseminate ideas for the improvement of graduate education, and contribute to the formation

of relevant University policy. GSAS is the representative, deliberative, and administrative organization of the graduate student body of Appalachian State University, and is a duly constituted collegiate organization within the Graduate School.

Housing

The University does not maintain housing facilities graduate students. Graduate students, international students, and students with dependents make their own arrangements for housing in the community while enrolled. There are many apartment complexes and homes for rent near campus. More information about finding housing is available on the off-campus community website (offcampus.appstate.edu/).

Multicultural Center

www.multicultural.appstate.edu

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

Parking and Traffic

www.parking.appstate.edu

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

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

Postal and Banking Services

www.postoffice.appstate.edu

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

Student Conduct

studentconduct.appstate.edu/

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

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

Student Health Services

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.

Immunization: North Carolina law requires that all students taking courses on campus during the regular class day (8 to 5) have a complete immunization record on file at the Health Service. Students not in compliance will be administratively withdrawn from the academic term in question.

Proof of Medical Insurance: University of North Carolina System policy requires that all students taking courses on campus who are enrolled as degree-seeking in six (6) or more hours must provide proof of medical insurance. More information is available at healthservices.appstate.edu/health-insurance-information.

Student Programs

www.studentprograms.appstate.edu

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

facilities and services for programming, meetings, bands, parties, and the general enhancement of life at Appalachian.

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

The Plemmons Student Union is staffed by Appalachian students. There are a number of services and facilities located in the Union. They include the ACT Community Outreach Center, the Coffeehouse, Peer Career, the Multi-Cultural Center, two Ballrooms, Art Gallery, lounges and various meeting rooms. The McAlisters Deli and the Cascades Café, two campus eateries, are located in the Union. Other services provided in the Union include the information desk and the Mt. Mitchell Fitness Center, computer labs, study rooms, and Outdoor Programs. The Greenbriar Theater is a popular location for free classic films. The Summit Trail Solarium is the prime gathering place for students at Appalachian. For room reservation information: studentunion.appstate.edu.

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.

Student Publications

www.studentmedia.appstate.edu

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

decisions. This office is also charged with the design and publication of The Rhododendron yearbook.

Student Research

www.osr.appstate.edu

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

Testing Services

www.testing.appstate.edu

The Office of Testing Services, as a part of the Division of Student Development, provides a Computer Based Testing Center for students to take national entrance/certification exams. Students can test at their own convenience at one of the twelve computer stations located in John E. Thomas Hall.

A list of tests offered include the GRE (Graduate Record Examination), GMAT (Graduate Management Admission Test), PRAXIS I (national teacher certification test), TOEFL (Test of English as a Foreign Language), the MAT (Miller Analogies Test) and CLEP tests (College Level Examination Program). In addition to computer-based tests, paper and pencil tests are administered on national test dates throughout the year. They include PRAXIS II, LSAT (Law School Admissions Test), GRE Subject Tests, NCE (National Counselors Exam), the MCAT (Medical College Admission Test), and the PCAT (Pharmacy College Admission Test).

University Bookstore

www.bookstore.appstate.edu

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. The University Bookstore accepts the Appalachian Express Account as well as Master Card and VISA.

University Police

www.police.appstate.edu

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

For any on-campus emergency, simply dial 8000 from any on-campus phone. To report a crime or any other suspicious activity, call 828.262.2150 or use one of the over 60 Blue Light emergency telephones located throughout campus. To report a crime anonymously, call "Crimestoppers" at 828.262.4555. For more detailed information about the Police Department, Crime Statistics, Programs and Services, visit the webpage.

Graduate Admissions

www.gradadmissions.appstate.edu

The Dean of the Graduate School is responsible for the admission of all graduate students. All students taking graduate courses must make formal application to the Graduate School prior to enrolling in any graduate course work. All materials submitted, including transcripts, become the property of Appalachian State University and cannot be forwarded or returned. All application materials and inquiries should be addressed to:

Cratis D. Williams Graduate School
P O Box 32068
Appalachian State University
Boone, NC 28608

street address for FedEx, UPS:
287 Rivers Street #232
voice: 828.262.2130; fax: 828.262.2709
gradadmissions@appstate.edu

Location and Mode of Instruction for Graduate Programs

The location of instruction for graduate programs depends upon demand; most of Appalachian's graduate programs are open for enrollment on the main campus in Boone. When demand is sufficient, graduate programs in business administration, criminal justice, gerontology (certificate), public administration, social work, and many related to education are offered at a distance either in addition to or instead of the on-campus program.

While "distance" may mean "online" in a few cases, most of Appalachian's off-campus programming is taught face-to-face at site-based locations in western NC. Only a few programs are exclusively Web-based (i.e., with online instruction only). Generally, the off-campus programs are cohort-based, meaning an identified group of students begin their programs of study together and continue to graduation. Beginning dates of cohort programs vary.

Individuals planning to enter Appalachian's off-campus graduate programs should check with the Office of Distance Education (800.355.4084 or www.distance.appstate.edu) for information regarding upcoming program offerings and the respective application submission dates. Off-campus deadlines are subject to change as cohorts are advertised and scheduled.

Admission Requirements

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

Academic Preparation: Enrollment in a degree or certificate program or as a graduate non-degree student requires, without exception, a baccalaureate degree or graduate degree from a college or university of recognized standing. International applicants must have earned the equivalent of an American four-year baccalaureate degree. Individual programs may have specific course or major requirements for admission. See the program listing in this Bulletin for specific information.

Entrance Test Scores: All degree programs and selected certificate programs require official test scores less than five years old. Scores must be submitted directly to the Graduate School from the testing organization.

- GRE: The Doctoral program and all programs in the College of Arts and Sciences, the College of Fine and Applied Arts, the College of Health Sciences, the Hayes School of Music, and the Department of Human Development & Psychological Counseling require the general test of the Graduate Record Examination (GRE). None of the degree or certificate programs require GRE **subject** tests for admission.
- GMAT: The Walker College of Business requires the Graduate Management Admission Test (GMAT), but the GRE can substitute for the MBA program.
- MAT: Programs in the following departments accept the Miller Analogies Test (MAT) in lieu of the Graduate Record Examination (GRE) general test: Curriculum and Instruction; Reading Education and Special Education; Leadership and Educational Studies.

Appalachian's Office of Testing Services administers the Miller Analogies Test (MAT), the Graduate Record General Exam (GRE), the Graduate Management Admission Test (GMAT), the Test of English as a Foreign Language (TOEFL), and other examinations - charging fees in accordance with the schedule of fees maintained in the Testing Center www.testing.appstate.edu.

Recommendations: All degree programs and selected certificate programs require recommendations in support of the application for admission, and applicants will be prompted for reference contact information in the online application. The references will be contacted via email with instructions for submitted their recommendations online.

When possible, applicants are encouraged to seek recommendations from academic or professional references rather than personal or character references. Some programs require recommendations from individuals who know the applicant in specific ways, such as a work supervisor. See the program listing in this Bulletin for specific information.

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

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

Additional Admission Requirements for International Students

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

English Proficiency for International Students: Applicants from **outside** of the United States, English-speaking Canada, Great Britain, Ireland, Australia, and New Zealand must submit official scores from a test of English as a Foreign Language (TOEFL or IELTS) as early as possible. These test scores must be no more than 2 years old.

Minimum Scores: For the internet based TOEFL, 79 with no subsection under 11. The IELTS minimum score is 6.5 (7.0 to be considered for financial assistance).

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

Application Procedures

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

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

- a completed online application form (www.gradadmissions1.appstate.edu), including:
 - a resume to be uploaded as a MS Word or PDF document (.doc, .docx, .pdf);
 - the names and contact information for references (3 for master's and specialist programs; 4 for the doctoral program).
- The application fee.
- Official test scores as required for the program selected. To be official, test scores must be sent to the Graduate School directly from the testing agency or be recorded on an official transcript.
- Official transcripts of **ALL** previous college-level academic work, even if included as transfer on another transcript. Transcripts should be secured from the university or college, embossed with the school seal and enclosed in a sealed envelope. Some universities will send official transcripts electronically, and this method may be used when available. Paper transcripts that do not arrive in the Graduate School in sealed envelopes will be considered unofficial and cannot be used for admission purposes. Former students of Appalachian do not need to submit official transcripts for their Appalachian coursework, but transcripts from all other institutions, including transfer credit, must be resubmitted.
- Any additional information required by the program, such as a questionnaire, writing sample, statement of purpose, proof of teacher licensure, etc. See the program listing in this Bulletin for specific information.

Application Procedures for Certificate Programs

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

- A completed online application form (www.gradadmissions1.appstate.edu), including a resume to be uploaded as a MS word or PDF document. Some certificate programs also require the names and contact information for references.
- The application fee.

- Official transcripts of **ALL** previous college-level academic work, even if included as transfer on another transcript. Transcripts should be secured from the university or college, embossed with the school seal and enclosed in a sealed envelope. Some universities will send official transcripts electronically, and this method may be used when available. Paper transcripts that do not arrive in the Graduate School in sealed envelopes will be considered unofficial and cannot be used for admission purposes. Former students of Appalachian do not need to submit official transcripts for their Appalachian coursework, but transcripts from all other institutions, including transfer credit, must be resubmitted.
- Any additional information required by the program, such as references, official test scores, a questionnaire, writing sample, statement of purpose, proof of teacher licensure, etc. See the program listing in this Bulletin for specific information.

Application Procedures for Students Wishing to Enroll as Non-Degree Seeking or School-Licensure-Only

Persons seeking to take a course as a visiting graduate student, as a teacher seeking licensure or renewal licensure, for professional development, or while preparing an application for admission to a degree or certificate program may request to enroll as a non-degree graduate student.

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

- A completed online application form (www.gradadmissions1.appstate.edu), including a resume to be uploaded as a MS word or PDF document.
- The application fee.
- Official transcripts of all previous college-level academic work, even if included as transfer on another transcript. Transcripts should be secured from the university or college, embossed with the school seal and enclosed in a sealed envelope. Some universities will send official transcripts electronically, and this method may be used when available. Paper transcripts that do not arrive in the Graduate School in sealed envelopes will be considered unofficial and cannot be used for admission purposes. Former students of Appalachian do not need to submit official transcripts for their Appalachian coursework, but transcripts from all other institutions, including transfer credit, must be resubmitted.
- Some licensure programs require additional information such as references, proof of teacher licensure, etc. Contact the academic department for more information

Admission as a non-degree student does not guarantee permission to enroll in specific courses, and some departments may reserve courses for degree-seeking

students only. Permission to enroll in a graduate course must be obtained through completion of the appropriate form. The form (Non-Degree enrollment) can be obtained from the Graduate School web site (www.graduate.appstate.edu/forms_graduate/index.html). Non-degree graduate students seeking licensure who have been evaluated through the Licensure Office in the Reich College of Education are exempt from the non-degree approval form requirement.

Coursework taken as a non-degree student is not normally counted toward a graduate degree or certificate. If a student is accepted into a graduate degree program after taking non-degree coursework, the student's advisory committee can petition for no more than 9 semester hours of coursework taken before the admit term to be included in the program of study.

Requesting a Paper Application

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

Deadlines for Admission Applications

Deadlines vary by program and by location of offering. The most up to date information is available online: gradadmissions.appstate.edu/admissions. Some things to keep in mind when applying:

Semesters of Admission: The University operates with four possible terms of admission: Fall, Spring, Summer Session I, and Summer Session II. Each program determines its open terms of admission, and some programs do not admit students in every possible term (e.g., the psychology programs only admit in the Fall). A term of admission must be specified when applying, and to be considered for a different term once the application is submitted applicants must notify the graduate admissions staff in writing or via email (gradadmissions@appstate.edu).

Priority Screening Dates: Applicants should pay special attention to the early screening dates that some programs have established for priority consideration for admission and financial aid. These early dates can be found on the website at <http://www.gradadmissions.appstate.edu>. Applicants applying after the early screening date should contact the program to verify that there is still space available for new students.

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

- Summer 1, Summer 2, or Fall: February 1
- Spring: July 1

International applicants who submit transcripts through an evaluation service that is a member of NACES (National Association of Credential Evaluation Services, Inc., www.naces.org/) may apply later than the dates specified above provided the program of interest is still taking applications.

Admission Criteria and Status for Degree or Certificate Students

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

Regular Admission. To be considered for regular admission to a degree program in the Graduate School at Appalachian, an applicant must meet or exceed one of the criteria below, using the test required for admission to the program (GRE, GMAT, or MAT – check the program section for information on which test is required).

- 3.0 GPA in the last earned degree and official scores from the appropriate admission test(s), OR
- 2.5 GPA in the last earned degree and official scores at the 25th percentile level from the appropriate admission test(s).

Meeting one of these criteria does **NOT** guarantee admission to any program; academic departments also consider other factors, including recommendation letters, supplemental materials, size and quality of the current applicant pool, etc. The program may request that a GPA in the most recent 60 hours of graded coursework completed be used in place of the GPA in the last earned degree.

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

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

Leave of Absence and Readmission

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

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

Readmission

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

Disposition of Application Documents

All documents submitted in support of applications become a part of the permanent records of the University and are not returnable. Documents submitted by applicants who do not enroll will be destroyed after one year.

Expenses and Financial Aid

Office of Student Accounts: Tuition and Fees - www.studentaccounts.appstate.edu

Office of Financial Aid: Student Loans and Grants - www.financialaid.appstate.edu

Registrar's Office: NC Residency Determination - www.registrar.appstate.edu

Graduate School: Assistantships and Fellowships - www.graduate.appstate.edu

Tuition And Fees

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

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

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

Special Note Regarding Unpaid Accounts

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

Mandatory Health 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 required to carry health insurance and must supply proof of coverage each academic year. Many can be accommodated on plans carried by their spouses or parents. Others who do not have this opportunity should contact the Student Health Services (828) 262-3100 concerning the available basic insurance

plan open to students for their own coverage and for coverage of their dependents.

Students who do not supply proof of insurance will be enrolled in a policy and billed for the premium. See healthservices.appstate.edu/health-insurance-information for more information.

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). The student must have a Federal Student Aid PIN to complete the FAFSA. Obtain the PIN at www.pin.ed.gov. Complete the FAFSA at www.fafsa.gov.

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

Appalachian State University offers grants, loans and work opportunities for which a student will be considered once the FAFSA data has been received. Several of these programs are briefly described on the following pages. Further information may be obtained at www.financialaid.appstate.edu.

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

For further information, please visit our web site, www.financialaid.appstate.edu. Our office is open Monday through Friday, 8:00 a.m. to 5:00 p.m., excluding University observed holidays.

Information for Veterans and Military-Affiliated Students (Active Duty, Veterans, Dependents, National Guard, Reserves, etc.):

The University is approved for the educational training of individuals eligible under the following programs administered by the Department of Veterans Affairs (VA):

- Post 9/11 GI Bill – Service Members, Veterans, and Transferees (Chapter 33)
- Marine Gunnery Sergeant John David Fry Scholarship (Chapter 33–Frye)
- Montgomery GI Bill – Active Duty Educational Assistance (Chapter 30)

- Montgomery GI Bill – Selective Reserve Educational Assistance Program (Chapter 1606)
- Reserve Educational Assistance Program (REAP/Chapter 1607)
- Post–Vietnam Era Veterans' Educational Assistance Program (Chapter 32)
- Survivors' and Dependents' Educational Assistance Program (Chapter 35)
- Restored Entitlement Program of Survivors (REPS)
- Vocational Rehabilitation (Chapter 31)

Persons eligible to receive these benefits must process and application to utilize VA Education Benefits or to transfer their established benefits to Appalachian from another school. Applications can be accessed online via the GI Bill Website: www.benefits.va.gov/gibill/apply.asp. Additionally, eligible individuals must complete an Enrollment Data Sheet and Statement of Understanding in order to receive their benefits at Appalachian. These forms can be obtained online (www.financialaid.appstate.edu) or in the Office of 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, NC, that pays tuition, some fees, and an allowance for room and board. Applications may be obtained from a veterans' service officer located in the student's home county.

Members of the National Guard and Selected Reserves may be eligible for tuition assistance. Service members applying for federal tuition assistance must apply online at www.GoArmyEd.com. Members of the North Carolina National Guard may also be eligible for state tuition assistance; applications must be completed online through www.cfnc.org. Information regarding tuition assistance eligibility should be obtained from the service member's unit.

Additional information regarding VA education benefits may be obtained online (www.financialaid.appstate.edu) or by visiting the Office of Financial Aid.

Student Employment Programs

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

On-campus and off-campus job information is provided by the Student Employment Office located in the Career Development Center in John E. Thomas Hall. One function of this office is to provide referral information for on and off-campus jobs for enrolled students. In addition, the Student Employment Office is responsible for job placement for Federal Work-Study students. The online job board can be accessed at www.studentemployment.appstate.edu. Choose Student

Employment to find links to some of our larger campus employers, or choose the Job Board to search for on-campus and off-campus jobs by category.

Generally, students may work up to 10-15 hours per week in university-operated work programs. Work schedules will be arranged by the student and work supervisor with the understanding that class schedules have first priority.

Student Loan Programs

Eligible students must be enrolled at least half-time to receive a federal student loan. Detailed information concerning student loan programs is available at www.financialaid.appstate.edu. General information is 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 graduate students include:

- Federal Direct Unsubsidized Loan
- Federal Direct GRAD PLUS Loan – Note: Students must apply for the Federal Direct Unsubsidized loans prior to applying for the Federal Direct GRAD PLUS Loan.

Graduate Assistantships

Competitively awarded graduate assistantship employment involving teaching, research or service to the University are available in most academic departments, the Division of Student Development, and other units on campus for the Fall and Spring semesters. Additional support in the form of summer assistantships may be available depending upon funding.

Students may be classified as a Graduate Assistant, Teaching Assistant, or Research Assistant. Only degree-seeking students are eligible to hold an assistantship, and students who are admitted provisionally must complete one term of enrollment successfully before they are eligible.

Students must be registered for at least 9 hours of program of study coursework to hold an assistantship during a semester, unless they are in the final semester of study and have completed all program of study coursework, in which case they may carry an assistantship with a 6 semester hour course load. In summer, students must be enrolled in at least 2 hours in the term of the assistantship.

Half and full-time assistantships are possible, in which students work 10 or 20 hours a week respectively. Assistants are permitted to carry an academic load of up to twelve semester hours depending upon the classification of the assistantship. Assistantships do not include reduction in tuition or fees. Further information can be obtained from the Graduate School (www.graduate.appstate.edu/students).

Graduate Fellowships

A number of fellowships are available to qualified graduate students. The Graduate School awards these fellowships to students who have been selected by the Graduate School's Scholarships Committee; individual programs and departments make other awards. The Graduate School coordinates the Lovill Fellowship, the Chancellor's Fellowships and Provost's Fellowships when funding is available.

- New students apply for Fellowships by checking the scholarship box on the on-line application for admission.
- Continuing students apply for awards by submitting a paper application to the Graduate School. Further information can be obtained from the Graduate School (www.graduate.appstate.edu/students).

Scholarships

North Carolina Tuition Scholarships

A limited number of scholarships equivalent to the difference between in-state and out-of-state tuition are available to exceptional non-NC-resident students who also hold graduate teaching or research assistantships during fall and spring semesters. Requests should be made to the Graduate Program Director or Department Chair as early as possible for consideration. Students who receive Tuition Scholarships must complete a full time schedule (at least 9 hours per semester) of program of study coursework and must maintain a 3.4 cumulative GPA.

UNC Campus Scholarships (Doctoral Students Only)

The UNC Campus Scholarship is available for doctoral students who are first generation college students, or students from disadvantaged socio-economic backgrounds, or traditionally underrepresented populations. Doctoral students who have completed a FAFSA, are maintaining satisfactory academic progress, are enrolled at least half-time (5 or more) credit hours per semester, have NC residency, are in a degree-granting program of study, and demonstrate financial need may be considered for this scholarship. The scholarship amount is dependent on the number of eligible applicants and the amount of allocated funds each year. Various ethnicities are considered for this scholarship.

UNC Campus Native American Scholarships (Doctoral Students Only)

The UNC Campus Native American Scholarship is available to Native American doctoral students who submit a Tribal Card or a Certificate of Blood, have completed a FAFSA, are maintaining satisfactory academic progress, are enrolled half-time (5 or more) credit hours, have NC residency, are in a degree-granting program of study, and demonstrate financial need. The scholarship amount is

dependent on the number of eligible applicants and the amount of allocated funds each year.

North Carolina Need-Based Grants

In order to be considered for this grant, a student must be a resident of North Carolina and demonstrate exceptional need. This grant may be awarded to graduate students who meet the above requirements and enroll for at least 5 credit (not audit) hours. The student must complete a FAFSA to apply for the NCNB grant.

Residence Status for Tuition Purposes

University regulations concerning the classification of students by residence, for purposes of applicable tuition differentials, are set forth in detail in A Manual to Assist The Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes. Each enrolled student is responsible for knowing the contents of this manual, which is the controlling administrative statement of policy on the subject. The Manual is available online: www.registrar.appstate.edu/residency/. Questions should be directed to the University Residency Officer at 828.262.2050.

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

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

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

Parents' domicile. If an individual, irrespective of age, has living parent(s) or court-appointed guardian of the person, the domicile of such parent(s) or guardian is, prima facie, the domicile of the individual; but this prima facie evidence of the individual's domicile may or may not be sustained by other information. Further,

nondomiciliary status of parents is not deemed prima facie evidence of the applicant child's status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration.

Effect of marriage. Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance insure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one's spouse are, however, relevant information in determining residency 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 residency acts accompanied by residency intent. In addition, a separate North Carolina statute affords tuition rate benefits to certain military personnel and their dependents even though not qualifying for the in-state tuition rate by reason of twelve months legal residence in North Carolina. Members of the armed services, while stationed in and concurrently living in North Carolina, may be charged a tuition rate lower than the out-of-state tuition rate to the extent that the total of entitlements for applicable tuition costs available from the federal government, plus certain amounts based under a statutory formula upon the in-state tuition rate, is a sum less than the out-of-state tuition rate for the pertinent enrollment. A dependent relative of a service member stationed in North Carolina is eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable requirements for admission have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary.

Grace period. If a person (1) has been a bona fide legal resident of the required duration, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state tuition rate for a grace period of twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months ends during an academic term for which the person is enrolled at a State institution of higher education, the grace period extends, in addition, to the end of that term. The fact

of marriage to one who continues domiciled outside North Carolina does not by itself cause loss of legal residence marking the beginning of the grace period.

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

- If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming an adult "acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina" and (2) "begins enrollment at a North Carolina public institution of higher education not later than the fall academic term following completion of education prerequisite to admission at such institution."
- If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if the relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor is deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least twelve months duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of twelve months duration pursuant to this provision continues to be a legal resident of the State only so long as he or she does not abandon North Carolina domicile.

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

Change of status. A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to

actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

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

Residency for Employees of the UNC System. The statute allows individuals who are full-time employees (faculty or staff) of the University of North Carolina System to receive the in-state tuition benefit without meeting the twelve-month durational requirement. To be eligible, however, the employee must have established domicile within North Carolina, and must have done so prior to the academic term for which the benefit is claimed. This benefit is also granted to the employee's spouse and dependent children. Note, however, that if the benefit is claimed for the spouse or for dependent children, they must also have established domicile in North Carolina PRIOR to the academic term for which the benefit is claimed.

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 "Refund Policy" link in the "Schedule of Classes" tab on the Registrar's website.

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. 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 a student reduces his/her class schedule (drops 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 the account.

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. (Return of funds due to withdrawal from the university)

Please note that a reduction in class schedule or withdrawal from the University may affect financial aid status. 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 student withdraws from the University, the Office of Student Financial Aid is required to calculate the amount of financial aid he/she has earned and the amount that is unearned. The unearned portion must be returned to the appropriate financial aid programs according to federal regulations and institutional policy.

If a student withdraws on or before the 60% point of the term, a percentage of his/her financial aid will be calculated as earned and a percentage as unearned on a pro-rata basis.

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:

$18 / 113 = 15.9\%$ of 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:

- Federal Direct Unsubsidized Loan
- Federal Direct Subsidized Loan
- Federal Perkins Loan
- Federal Direct GRAD PLUS Loan
- Federal Direct 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:

- Institutional funds
- State funds
- Outside agency or donor
- The student

The University will return to the appropriate financial aid program the lesser of a student's total amount of unearned aid or the institutional charges of tuition, fees, room, and board. Students are 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 50% of the federal grant amount that they originally received. If the student is required to return funds from the state, institutional, 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 student's permanent home address and will be due upon receipt.

If the student is a Federal Direct Loan borrower, the student is required to complete Exit Counseling at the time of the withdrawal. The student may complete the Federal Exit Counseling at www.nslds.gov. The Federal Loan lender(s) will be notified that the student is no longer enrolled, and the loan repayment process will begin. It is important that students understand their rights and responsibilities, and their completion of the required exit counseling will prepare you for repaying your loan(s).

If the student is a Federal Perkins Loan borrower, the student must contact Educational Corporate Systems, Inc. at 1-888-549-3274 or via e-mail at cservice@ecsi.net to schedule a Perkins Loan Exit Counseling session.

Refunds are made to alternative loan lenders during return of funds processing.

Academic Requirements and Regulations

The instructional program at Appalachian State University is diversified, attempting to meet the needs of many types of students. Students may enroll in graduate courses at Appalachian as non-degree students, degree-seeking students or certificate-seeking students. The requirements and regulations in this section apply to all students. The coursework requirements and academic regulations specific to a particular program are detailed below. [\[Go directly to the list of policies.\]](#)

Students should also be aware of the timeline for completion of milestones in their programs. The timelines for both degree and certificate students are given below. [\[Go directly to the timelines.\]](#)

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

Changes in courses and program of study requirements do not affect a student already enrolled in a degree program. In those rare cases where specific required courses are no longer available, the academic program will identify suitable substitutes that do not increase the overall credit requirements.

All students may, and usually do, elect to graduate in accordance with the Graduate Bulletin and program requirements in force during the time of their first registration at Appalachian, provided that they graduate within seven calendar years of date of entry. All graduate students may, however, elect to graduate under any Graduate Bulletin issued after entry into the University and prior to graduation provided they were enrolled in the University during the time when the bulletin was in effect. Graduate students electing to graduate under a new Graduate Bulletin must meet all requirements of the bulletin under which they wish to graduate. In order to change the bulletin under which they intend to graduate, graduate students must notify the Graduate School.

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

Changes in the academic policies in this section become effective for all students on the date approved for implementation. Registration at Appalachian indicates the student's willingness to accept all published academic regulations and rules

found in this bulletin and in other official announcements of the University. In the interest of all of its students, Appalachian reserves the right to decline admission, to suspend, or to require the withdrawal of a student when such action is, by due process, deemed in the interest of the University.

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

Timeline for Navigating through a Graduate Degree Program

	Major Steps	Timeframe (“Required” indicates a firm deadline)
1	Apply for admission to a graduate degree program through the Graduate School.	(Required) Deadlines vary depending upon the program; applicants should refer to the Admissions section in this bulletin for more information on the application process.
2	Consult with an academic advisor in the major program.	During registration and about two weeks later; thereafter, at least once each semester.
3	Work with an academic advisor on your program of study in Degreeworks and submit program approval to the Graduate School	(Required) The Graduate School must receive the approved program notification and any requested customization prior to completion of 50% of the minimum required hours for the program.
4	Apply for Admission to Candidacy (if applicable), and submit the approval form to the Graduate School.	<p><i>Master’s and Specialist Thesis Programs:</i> (Required) Admission to Candidacy must be approved prior to registering for Thesis hours (5999/6999).</p> <p><i>Other Master’s and Specialist Programs:</i> Requirements for admission to candidacy vary by program; please see the program description in this bulletin for more information.</p> <p><i>Doctoral Programs:</i> (Required) After satisfactory completion of the Qualifying Exam and Prospectus.</p>

5	For Thesis/Dissertation Students: Select thesis/dissertation committee. Present prospectus for approval. File committee and prospectus forms with the Graduate School.	(Required) During the semester prior to the semester in which research/scholarship activity begins and no later than the semester prior to the one in which the thesis or dissertation is defended.
6	Apply for Graduation through the Graduate School. Note: The Graduate School cannot clear for graduation students who do not have approved programs of study.	(Required) By the graduation application deadline. Important note: Students who apply for graduation and are not enrolled will be automatically enrolled in one semester hour of coursework (as required by the State of North Carolina).
7	For Thesis/Dissertation Students: Complete and defend thesis/dissertation.	Strongly encouraged that defense occurs least 10 calendar days prior to the last class day of the final semester.
8	For Thesis/Dissertation Students: Submit an unbound copy of the defended thesis/dissertation to the Graduate School for review.	(Required) At least 7 calendar days prior to the last class day of the final semester.
9	For all students required to take comprehensive examinations and/or Product of Learning presentations: Submit the report of the successful completion.	(Required) Received in the Graduate School at least 1 day before final exams begin in the final semester.
10	For Thesis/Dissertation Students: Submission of final copies of the thesis or dissertation that have been revised to include all changes required by the program and the Graduate School.	(Required) By the official date of graduation. Extensions may be requested up to the day before the next term begins. Delays beyond this point will result in a delay of graduation.
11	Students with incomplete work: Submission of work for any courses in which a grade of incomplete remains.	(Required) No later than 1 day before the first class day of the next term. Delays beyond this point will result in a delay of graduation.

Timeline for Navigating through a Graduate Certificate Program

	Major Steps	Timeframe (“Required” indicates a firm deadline)
1	Apply for admission to a graduate certificate program through the Graduate School.	(Required) Deadlines vary depending upon the program; applicants should refer to the Admissions section in this bulletin for more information on the application process.
2	Consult with an academic advisor in the certificate program.	During registration and about two weeks later; thereafter, at least once each semester.
3	Work with an academic advisor on your program of study in Degreeworks and submit program approval to the Graduate School	(Required) As soon as possible after beginning the certificate coursework.
4	Complete a Completion of Certificate form, and submit the signed form to the Graduate School	(Required) Upon completion of the coursework required for the certificate.

Alphabetical Listing of Academic Policies

Academic Common Market

The University of North Carolina ended its participation in the Southern Regional Education Board's Academic Common Market (ACM) program on June 30, 2012.

Students admitted and enrolled under ACM status prior to ending the program will be eligible to continue under ACM **provided** they continue to meet the conditions below.

- remain a resident of the home state;
- complete a full-time schedule in each academic semester (summer enrollment in optional, but full-time enrollment is required to receive the benefit);
- remain in good standing;
- remain enrolled in the declared major/concentration.

Admission to Candidacy for Degree Seeking Students

Some graduate programs, including the doctoral program, require admission to candidacy upon completion of a set of courses or other requirements.

Students who have demonstrated their ability to succeed as outlined below may apply for Candidacy, if required, using the Admission to Candidacy form or the Thesis/Dissertation Committee Form, which requires approval of the student's advisory committee and the Department Chair or Program Director. Students must be in good standing academically (3.0 GPA minimum) to apply for candidacy. It is the student's responsibility to request to be considered for candidacy if required.

- *Candidacy in a Doctoral Program (required)*: Candidacy requires satisfactory completion of the Qualifying Exam and Dissertation Prospectus.
- *Candidacy in a Master's or Specialist Program*:
 - Thesis programs (required)*: Candidacy requires at least one semester of successful graduate study at Appalachian. Admission to Candidacy is contingent upon the recommendation of the applicant's advisory committee, and a student cannot register for thesis hours until candidacy is granted.
 - Non-thesis programs*: Requirements and deadlines for admission to candidacy vary by program; please see the relevant program description in this bulletin for more information.

Denial or revocation of candidacy: If the student is denied candidacy or if candidacy is revoked, the advisor will inform the student in writing regarding the

reasons for this action. If the student does not qualify for candidacy by the deadline set within the program, the student will not normally be permitted to continue as a degree-seeking student.

Appeals Processes

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

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

- Appeal to the program through the Program Director and/or the Department Chair.
- If the situation cannot be resolved at the program level, appeal to the Graduate School by submitting documentation in writing to the Associate Dean for Graduate Studies. The program will also be given an opportunity to provide written documentation about the situation.

Appeals denied by the Graduate School will automatically be sent to the Graduate Council's Appeals Committee for review. The Appeals Committee is an ad hoc subcommittee of the Graduate Council consisting of graduate faculty from three departments other than the student's home department; the Committee meets only on demand and does not usually meet with the student or the program. The Committee's decision is binding.

Assessment of Student Learning

Appalachian State University routinely defines and measures academic and administrative programs and services. To that end, students should be aware that throughout their careers at Appalachian they will be expected to respond to surveys, complete evaluations, and provide artifacts that the faculty will use to document the institution's success in fostering student learning.

In some cases, students' responses to assessment inquiries will be anonymous, but in most cases student responses and artifacts will bear unique student identifiers that will allow cross-sectional and longitudinal analysis of assessment results by program. In that the aim of assessment at Appalachian is program improvement, the analysis of results will always focus on programs and not on individuals. Students should also understand that this type of information is

protected by the Family Educational Rights and Privacy Act of 1974 (FERPA), and, except in statutorily specified circumstances, individual student responses will never be reported without explicit permission from the student.

Auditing a Course

Students enrolled at the University or students admitted with satisfactory records of experience and education may enroll for specific courses as auditors. Students who audit courses must register in the Registrar's Office, pay regular fees, be regular in attendance, but will not receive grades or credit. A "Request to Audit" form is available in the Registrar's Office. It must be completed by the student, approved by the faculty member teaching the class, and submitted to the Registrar's Office by no later than the end of the "Drop-Add Period" indicated in the published Schedule of Classes.

Graduate courses audited by graduate students may not be used to meet a requirement on a graduate program of study.

Attendance Policies

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

Cancellation of Courses

The University reserves the right to cancel any course for which there is insufficient enrollment. See also the [Weather Policy](#) for information on canceling a class meeting.

Certificate Programs

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

- [Addiction Counseling \(423A/13.1102\)](#) – see Clinical Mental Health Counseling
- [Appalachian Studies \(200A/05.0199\)](#)
- [Autism Spectrum Disorders \(Code: 445A/13.1013\)](#) – see Special Education

- [Business Analytics \(340A/52.1201\)](#)
- Computer Information Systems (310A/52.1201) – not accepting applications
- Criminal Justice (220A/43.0104) – not accepting applications
- [Educational Media Instructional Technology: Web-Based Distance Learning \(419A/13.0501\)](#)
- [Elementary Mathematics Education \(711A/13.1202\)](#)
- [Expressive Arts Therapy \(425A/13.1102\)](#) – see Clinical Mental Health Counseling
- [French \(108A/16.0999\)](#)
- [Geographic Information Science \(114A/45.0701\)](#) – see Geography and Planning
- [Gerontology \(110A/30.1101\)](#)
- [Media Literacy \(424A/13.0501\)](#) – see Educational Media
- [Middle and Secondary Teaching \(446A/13.1206\)\[T\]](#)
- [Planning \(109A/45.0701\)](#) – see Geography and Planning
- [Reading Education \(475A/13.1315\)](#)
- [Rhetoric and Composition \(132A/23.0101\)](#) – see English
- [School Leadership \(Code: 473A/13.0409\)](#) – see School Administration
- [Sociology \(127A/45/1101\)](#)
- [Spanish \(111A/16.0999\)](#)
- [Women's Studies \(130A/05.0207\)](#)

Changing to a Different Bulletin

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

Changing Grades

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

Changing Majors

Students are admitted to a major when admitted to the Graduate School. Students who wish to change to another major must have the approval of the of the department housing the new major and the Graduate School before the change may be made. This approval is not automatic; students are reviewed as applicants to the new program and may be refused admission to the second program.

Students interested in changing majors should contact the program to discuss their situation. Change of Major request forms are available from the Graduate School (http://www.graduate.appstate.edu/forms_graduate/).

Commencement Ceremonies

Commencement ceremonies are held twice a year to honor graduates from degree (master's, specialist, and doctoral) programs. The Spring ceremony honors Spring graduates and is held in May; the Fall ceremony honors summer and fall graduates and is held in December. Candidates for graduate degrees are encouraged to be present at commencement.

Comprehensive Examination

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

- Students must be admitted to candidacy, if required for the program, before scheduling comprehensive examinations.
- Comprehensive examinations must be completed in the last 1/3 of the program.
- Comprehensive examinations must be evaluated by at least 3 members of the graduate faculty, all of whom must sign the Report of Comprehensive form prior to submission to the Registrar's Office.

The report of successful comprehensive exam completion must be received by the Graduate School no later than the day before final exams begin in the term of graduation.

Course Loads and Full-Time Enrollment

The maximum course load for a graduate student during the regular academic year (Fall and Spring semesters) is 15 hours per semester for a student without an assistantship and 12 semester hours for those holding assistantships.

For each Summer Session, the course load maximum is six (6) semester hours in a four- or five-week term and one course in a two- or three-week term. Graduate students may not earn more than 12 hours over the course of one summer.

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

semester hours in one summer session or a total of nine (9) semester hours over the course of the entire summer.

Coursework Requirements

The minimum number of courses required when establishing a program depends upon the level of the program and whether the program has a thesis option. All coursework on a graduate program of study must be at the graduate level (courses numbered 5000 or above). Each program lists the number of hours required for completion; see the specific program for details. The following rules apply.

- Master's degrees that include a thesis component: Minimum of 30 semester hours of coursework; some programs require more.
- Master's degrees without a thesis component: Minimum of 36 semester hours of coursework, except the MS in Accounting, which requires 30. Master's degrees in professional areas or those that lead to licensure typically require more than 36 hours. In some cases, students pursuing a second master's degree may be exempt from some of the required semester hours for the second degree. Please see the [second master's degree](#) information in this section.
- Specialist degrees require a minimum of 30 hours of coursework beyond the master's degree.
- Doctoral degrees require a minimum of 60 hours of coursework beyond the master's degree. Students holding the Education Specialist Degree from Appalachian may be exempt from some hours in the EdD program. This exemption is not automatic, and must be approved through the program director. Note: This exemption is not allowed for students holding the specialist degree from another institution.
- Graduate Certificates require 12-18 hours of coursework, depending on the subject.
- Graduate Minors required 8-12 hours of coursework, depending on the subject.

Credit by Examination

Upon the recommendation of a graduate student's committee and with the approval of the chair of the department in which it is listed, one graduate course may be challenged by examination. Credit by examination may not be used to repeat a course. Anyone seeking to pursue credit by examination must be a degree- or certificate-seeking student at Appalachian or must be working towards credit for teacher licensure.

If arrangements can be made with the appropriate department chair, a fee of \$50.00 is charged for the examination. A receipt from the Student Accounts Office

must be shown to the department chair before final approval can be given and the examination can be administered. If the examination is passed, credit without grade will be noted on the student's transcript. The department chair will notify the Graduate School using the credit by examination form, to prompt the Registrar to enter the credit on the permanent record and notify the cashier to reimburse the faculty member who administered the examination. If the examination is not passed, no notation is made on the transcript.

Cross-Listed Courses

Certain courses are cross-listed with multiple departments using the same course number and covering the same content (e.g., CI/SPE 5045 is both a curriculum and instruction course and a special education course). Cross-listed courses are noted at the end of the course descriptions as follows: "(Same as SPE 5045.)"

Degreeworks

Degreeworks is an advising tool that allows students to track their progress through their program of study. The default program of study represented in Degreeworks displays the standard curriculum followed by most students in the program. Customization (specific elective choices, substitutions of required coursework, etc.) will not be reflected in Degreeworks until the program has notified the Graduate School that the program of study has been reviewed and approved.

Degrees

Appalachian offers programs of study leading to the degrees of

- Master of Arts
- Master of Business Administration
- Master of Library Science
- Master of Music
- Master of Music Therapy
- Master of Public Administration
- Master of School Administration
- Master of Science
- Master of Social Work
- Education Specialist
- Specialist in School Psychology
- Doctor of Education

Dissertation

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

The student must have passed qualifying examinations and presented a prospectus to the dissertation committee and received approval of the proposed topic before being permitted to register for dissertation hours. The candidate's dissertation advisor and at least two graduate faculty members will constitute the dissertation committee. No more than one member of the dissertation committee may be from another institution.

Dissertation grading: Students who are judged by the dissertation committee chair to be making satisfactory progress in the term of enrollment will be assigned a grade of IP (in progress) by the chair for that term. Students who are not progressing satisfactorily will be assigned a grade of U. Students who receive a grade of U will not be permitted to continue.

Completion of dissertation: The dissertation defense should be completed at least 10 calendar days before the last regular class day, and the final draft of the dissertation must be submitted to the graduate school no later than 7 calendar days prior to the last regular class day. The Graduate School will review the dissertation for style and format, and return the manuscript to the student within 15 business days of submission.

Students may be required to make modifications and resubmit for additional review prior to signature by the Dean of the Graduate School. Once the Dean has signed the dissertation, the dissertation requirement is met, and the grade in all dissertation hours will be changed by the Registrar from IP to S. This entire approval process must be completed by the day before the next academic term begins or the student will not be eligible to graduate until the next term. For detailed information on the dissertation process, the student should refer to the Thesis and Dissertation Handbook, available from the Graduate School (<http://www.graduate.appstate.edu/students>).

Double Concentrations

Students wishing to pursue two or more concentrations within the same major must seek permission from the program and must notify the Graduate School of the addition. Students with two or more concentrations must complete all required courses for all concentrations. Specifically, a required course from one concentration may not substitute for a different required course in another concentration.

Double Major and Double Degree

Students wishing to pursue a double major or double degree simultaneously at the same level (master's or specialist) may either apply for both programs simultaneously or petition the Graduate School for consideration to add the second program after beginning the first. Both the Graduate School and the admission committee for the second program must approve the addition. The form to add a second major or degree is available on the Graduate School website.

Students approved to pursue two programs will be subject to the following requirements:

- A committee composed of a minimum of one graduate faculty member from each program and one additional member appointed by the Graduate School will review and approve the two programs of study before submission to the Graduate Records staff.
- Both programs of study must be reviewed and approved simultaneously. Students who add a second program after submitting a program of study must resubmit.
- The two programs of study must meet all requirements for both majors including all admission to candidacy, proficiency, exit (thesis, product of learning), and comprehensive requirements (and associated paperwork), with no more than 50% of the courses from one program of study counting on the other.
- Students must complete both programs within 7 years of the initial admission term and must graduate from both programs in the same term.

Students completing a double degree will be responsible for submitting and paying for two applications to graduate (one for each diploma to be issued). Students completing a double major will receive one diploma listing both majors, and so must apply only once.

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 North Carolina Tuition Scholarship must pay back the prorated remission or award if that student withdraws from courses.

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

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

Dual-Listed Courses

Some courses are noted as being dual-listed. Each dual-listed course has a concurrent undergraduate equivalent, and students in the two courses meet in one classroom. Graduate students who are enrolled in a dual-listed course are expected to complete extra assignments above and beyond those that are assigned to the undergraduates in the class. The syllabus for a dual-listed course will clearly state the learning outcomes for both constituencies, as well as identifying any differences in the assessments. Undergraduate participation in these courses is restricted to seniors. Juniors may petition the department for permission to enroll in these courses.

No more than 12 semester hours of dual-listed courses may be included in a student's program of study for a 36 semester hour or longer program. Dual-listed courses are noted in the course descriptions as follows: "[Dual-listed with XXX 4xxx.]"

Field-Based Programs

Designed specifically for part-time students, selected master's and specialist's degree programs, the doctoral program, and several certificate programs provide the opportunity for students to complete the program in a location other than Boone. The admissions process is the same, as are the requirements for completing the degree or certificate.

Most of the programs offered off campus are managed in a cohort format: Students are admitted to a cohort and that cohort completes all classes together on a schedule set at the start of the cohort. The Office of Distance Education works with the graduate program directors to plan, advertise, and coordinate the off-campus cohort. Contact the Office of Distance Education for information on programs offered in this manner (<http://www.distance.appstate.edu>). See also the specific program section in this Bulletin for information on the location of instruction.

GPA Requirements – Good Standing

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

Grade Appeals

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

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

Grades and GPA

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

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

WU	Withdrew Unsatisfactory
S	Satisfactory, given for a practicum other designated courses. Also assigned to thesis hours upon final approval.
SP	Satisfactory Progress, given for thesis hours until final approval by the Dean of Research and Graduate Studies.
U	Unsatisfactory, given for a practicum and other designated courses.
UP	Unsatisfactory Progress, given for thesis hours; students assigned a grade of UP must seek permission to continue to enroll in thesis hours

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

Graduation

Degree-seeking graduate students must apply for graduation; this application initiates the ordering of diplomas and the official review of the student's transcript to verify completion of all degree requirements. The deadlines for applying are the last working day of February (for Spring), June (for Summer), and September (for Fall). The application form may be obtained from the Graduate School (http://www.graduate.appstate.edu/forms_graduate/).

If qualified to apply for North Carolina Teacher Licensure, the candidate must also file an application for a teaching license. This form may also be obtained from the Graduate School, but must be submitted with the appropriate fee to the Dean's Office in the Reich College of Education for submission to the North Carolina Department of Public Instruction.

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

Students who apply to graduate and are not registered will be automatically enrolled in one hour of the appropriate graduate enrollment continuation course, GRD 5989/6989/7989. Other students who do not need access to Department or University resources other than the Library may seek permission from the Graduate School to enroll provided they have no program of study coursework remaining.

Graduation Requirements

A degree will be conferred upon a student who has successfully completed all program of study and exit requirements. All graduating students must adhere to all requirements and regulations, such as time limit, academic standing, transfer, and non-degree course limitations. Persons who wish to graduate in a certain term must:

- be registered for at least one semester hour for that term;
- apply for graduation by the deadline for that term; and
- have completed all graduation requirements or be able to complete all graduation requirements by the end of that term.

Note: Students must apply for graduation and pay the diploma fee regardless of whether they intend to participate in the commencement ceremony.

Harassment And Discrimination Policies

Appalachian State University is committed to providing working, learning, and living environments free from harassment and discrimination. Harassment based upon race, color, religion, creed, sex, national origin, age, veteran status, political affiliation, genetic information or disability is a form of discrimination in violation of federal and/or 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 and gender identity and expression. 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 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 an environment free of sexual harassment. In accordance with Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, the University defines sexual harassment as unwelcome and unsolicited sexual advances, requests for sexual favors, and other conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic decisions;
- submission to or rejection of such conduct may be used as a basis for an individual's employment or academic decisions; or
- 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.

Applicable grievance procedures for students, faculty, and staff are established and are outlined in the Appalachian State University Policy Manual and the Code of

Student Conduct. Violations of the harassment and discrimination policies may lead to disciplinary action, including reprimands, suspension or dismissal of offenders. For more information, please visit:

<http://edc.appstate.edu/harassment-and-discrimination>

Incompletes

Faculty may assign a grade of "I"—incomplete—when a student is unable to complete coursework at the end of the term because of illness or some other unavoidable cause. An "I" becomes an "F" or "U" if not removed within the time designated by the instructor, not to exceed one semester. An incomplete is not given solely because assignments were not completed during the semester.

Students intending to graduate must clear all incomplete work prior to the first day of the next academic term or they will not be able to graduate until the next term.

Independent Study

With the approval of the instructor, the department chair, the dean of the college, and the Graduate School, graduate students may register for independent study in their major field. Students registered for independent study must be scheduled for regular conference periods at least weekly. To register for an independent study, a "Special Course Form" must be completed with departmental signatures before obtaining the Dean's signature.

No more than six (6) semester hours of independent study may be applied toward a graduate degree, and no more than 25% of the student's degree program may be taken in a combination of selected topics and independent studies.

Individual Study

With the approval of the instructor, the department chair, the dean of the college or school housing the department, and the Graduate School, a graduate student may arrange to take graduate courses listed in this Bulletin and Course Catalog on an individual basis. Appropriate forms for requesting permission to take a course by individual study are furnished by departmental chairs.

Individual studies are required to cover the material normally addressed in a regular section of the course.

To register for an individual study, a "Special Course Form" must be completed with departmental signatures before obtaining the Dean's signature.

Internship, Practicum and Other Courses involving Field Experiences

Internships and practicums provide students with opportunities to gain experience with professional practice in their disciplines by offering realistic on-the-job experiences and personal contacts with employers.

The following administrative standards govern internships, practicums, and other field experiences for graduate credit at Appalachian:

Eligibility: Students in good standing seeking to pursue an internship, practicum or other field experience must be degree-seeking, certificate-seeking or working toward teacher licensure. Other students must have special permission from the dean of the college or school housing the department and from the Graduate School.

Registration: Students must contact the appropriate academic department advisor for instructions on approval and registration procedures. The academic department will make the final determination as to whether the student's proposed internship/practicum experience is appropriate for the academic program requirements; whether the proposed internship adheres to all University, state, and federal guidelines; and whether the internship/practicum supervisor is adequately qualified.

To register for an internship or practicum, student information must be entered into the internship inventory; please refer to the department office for further information. Students must register in internship/practicum credit for the entire length of the experience. Internship credit will not be awarded retroactively.

Contract: An internship/practicum contract will be completed and entered into the internship inventory outlining the responsibilities of the University, of the student, and of the participating agency or internship host.

Liability Coverage: Appalachian requires professional liability insurance coverage for all students enrolled in internship or practicum courses. When a student registers for the course, a fee is applied to the student's account to purchase professional liability insurance coverage.

International Internships: A student seeking an international internship or practicum experience must ensure that the office of International Education and Development has certified that the student has completed all required pre-departure paperwork and procedures.

Minors

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

- Appalachian Studies (203/05.0199)
- Autism Spectrum Disorders (445/13.1013)
- English (235/23.0101)
- Family and Consumer Sciences (527/19.0101)
- Geography (241/45.0701)
- History (248/54.0101)
- Philosophy (104/38.0101)
- Physics (272/40.0801)
- Psychology (276/42.0101)
- Religious Studies (105/38.0201/38.9999)
- Romance Languages/French (222/16.0999)
- Romance Languages/Spanish (223/16.0999)

Students wishing to pursue a graduate minor must inform the Graduate School and complete the required coursework. The coursework for the minor must be approved by the department housing the major and the department housing the minor. There are no restrictions on double counting courses in the major and the minor, except that students may not receive both a major and a minor in the same discipline.

National Board Certification Credit

Appalachian State University does **not** award graduate credit for certification by the National Board for Professional Teaching Standards (NBPTS).

A graduate student enrolled in a graduate program while working concurrently on NBPTS certification may (with prior approval from the program and from the Reich College of Education) integrate, but not substitute, work toward certification with either elective or required coursework for the degree.

Non-Degree Coursework

Degree- or certificate-seeking students wishing to count a course taken at Appalachian prior to enrollment admission into the program: A student may, with permission of the program director, request approval from the Graduate School to include on a program of study up to 9 hours of graduate coursework taken as a graduate student at Appalachian prior to the term of admission into the degree or certificate program at Appalachian. These requests are not automatic

and will be reviewed on a case-by-case basis. These hours are subject to the seven (7) year time limit requirement at graduation.

Non-degree students wishing to take a graduate course: After admission as graduate non-degree, students must obtain permission from the instructor and either the department chair or graduate program director to enroll in a graduate course. This permission is not automatic, and several programs do not allow non-degree students to enroll in their courses. The form for this purpose is available from the Graduate School (http://www.graduate.appstate.edu/forms_graduate/).

Off-Campus Courses

Courses offered off campus are specifically for field-based, cohort students. Students wishing to take coursework in a cohort other than their own may seek permission for entry to the course(s). Permission to enter is subject to approval by the academic coordinator (or department chairperson) of the cohort program. To request enrollment as a non-cohort member in a course(s) delivered to an off-campus cohort program, contact the Office of Distance Education (800.355.4084 or <http://www.distance.appstate.edu>). See "[Field-Based Programs](#)" for additional information.

Pass-Fail Option for Graduate Courses

Graduate students may not elect the Pass/Fail option for graduate coursework.

FERPA - Privacy and Release of Student Information

I. Purpose and scope of the statement:

- 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.
- Scope—These policies encompass all student records maintained by the University. They apply to all students, current or former, at Appalachian State University.

II. University policy regarding confidentiality of student information:

- 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 and permanent telephone listing; permanent address; 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."

- 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.
- A student has the right to inspect the contents of her/his educational records with the exception of documents submitted to the University in confidence prior to January 1, 1975. Transcripts on file from other institutions are property of Appalachian and will not be returned to the student or sent elsewhere at her/his request.
- If parents or guardians request academic or personal information other than that specified in statement II.A., the request will not be honored without the student's written permission unless the parent can present evidence of the student's being dependent upon the parent for support as defined by the Federal Internal Revenue code.
- As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which a student's education records and personally identifiable information (PII) contained in such records — including a student's Social Security Number, grades, or other private information — may be accessed without the student's consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to a student's records and PII without the student's consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to a student's education records and PII without the student's consent to researchers performing certain types of studies, in certain cases even when the University objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive a student's PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without a student's consent PII from the student's education records, and they may track a student's participation in education and other programs by linking

such PII to other personal information about the student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Students' Education Records at The University of North Carolina General Administration

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 The University of North Carolina General Administration are subject to the federal Family Educational Rights and Privacy Act of 1974 (FERPA).

FERPA provides that a student may inspect her or 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 or (2) provisions of FERPA or federal regulations issued pursuant to FERPA permit the information to be released without the student's consent. A student may file with the U.S. Department of Education a complaint concerning failure of The University of North Carolina 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 The UNC 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, North Carolina. Further details about FERPA and FERPA procedures are to be found at The UNC General Administration in the referenced policies. Questions about the policies may be directed to the Legal Affairs Division, The University of North Carolina, General Administration, 910 Raleigh Road, Chapel Hill, North Carolina. (Mailing address: P.O. Box 2688, Chapel Hill, NC 27515-2688; Tel: 919-962-4588).

Probationary Status

After being suspended from graduate study for poor academic performance, a graduate student may appeal for a semester on probation. If the program and the Graduate School approve an appeal from the student, the student will be granted one semester to bring the GPA up to 3.0 or better or to remove failing grades. That student will be considered enrolled under probationary status during the post-appeal semester. Restrictions:

- A student can have only **one** probationary term per degree program. If the student was admitted provisionally, the first term counts as the probationary term.
- A student enrolled under probationary status cannot hold a graduate assistantship, fellowship, or NC Tuition Scholarship.

A transfer course may not be used to substitute for a course in which a student earned a grade of "F" at Appalachian.

Product of Learning

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

- Product of learning presentations must be completed no earlier than in the last 1/3 of the program.
- The Product of Learning presentation must include practicing K-12 teachers and university faculty. The Product of Learning Report form must be signed by the chair of the student's committee, the graduate program director, and the department chair prior to submission to the Registrar's Office.

The report of successful product of learning presentation must be received by the Graduate Records staff in the Registrar's Office no later than the day before final exams begin in the term of graduation.

Proficiency Requirements

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

Foreign Language. Reading knowledge of a foreign language may be required. Two years of successful college study in a language will meet the requirements.

Students who have not completed two years of college credit must take a language examination, and should apply for the language examination directly to the chair of the Department of Foreign Languages and Literatures not later than three weeks before the date the examination is scheduled. The departmental chair will submit a report of the student's performance to the Graduate School. The Dean of the Graduate School will inform the student and the student's advisor by campus email whether the student has passed the examination.

Computer Science, Statistics. Students required to demonstrate proficiency in one of these areas should consult the departmental chairs in the Department of Computer Science or the Department of Mathematical Sciences. Typically, completing coursework in the area will satisfy proficiency.

Use of Technology. Students required to demonstrate proficiency in the use of technology should consult their program director for information.

Program of Study

Degree-seeking students: Students must work with their advisors on a program of study that follows the approved curriculum as described in this bulletin and presented in Degreeworks. All electives and any deviations from the approved curriculum must be submitted to the Graduate School for approval after receiving approval from the academic advisor and either the program director or department chair. All deviations in required coursework must be explained.

The following is a list of the credit limitations for programs of study for degree seeking students. Please refer to individual notations in this section for further information on each item.

- The Graduate School must receive notification about program of study approval prior to completion of 50% of the minimum required hours for the program. Students who do not have approved programs by the deadline will be blocked from registering for additional coursework.
- The program of study must include at least the number of hours required for the program as specified in this Bulletin. The program of study should include all required coursework as listed; substitutions must be approved by the advisor, program, and Graduate School.
- The program of study may not include more than the allowed number of transfer hours (6 or 9 depending on the type of program). Transfer hours must be approved by the advisor, the program, and the Graduate School, and must have grades of "B" or better (note: B- is **not** an acceptable grade).
- The program of study may not include more than nine (9) hours of coursework taken before the term of admission to the degree program. Use of these hours must be approved by the advisor, the program, and the Graduate School.
- The program of study may not include more than six (6) hours of independent

study (5500/6500/7500) and also no more than 25% of independent study (5500/6500/7500) and selected topics (5530-5549, 6530-6549, 7530-7549) coursework combined.

- The program of study GPA must be at least 3.0, may not include any courses in which a grade of "F" or "U" was received, and may not include more than three (3) courses with C-level grades.
- All coursework on the program of study must meet the seven (7) year time limitation at the date of graduation.
- Courses numbered 5989 and 7989 may not be used on a program of study.

Certificate-seeking students: Students must work with their advisors on a program of study that follows the approved curriculum as described in this bulletin and presented in Degreeworks. Students must work with their advisors to submit the Notification of Certificate Completion form when they have completed the coursework required for the certificate. The following is a list of credit limitations for certificates. Please refer to individual notations in this section for further information on each item.

- The program of study must include at least the number of hours required for the program as specified in this Bulletin.
- The program of study should include all required coursework as listed; substitutions are strongly discouraged and must be approved **in advance** by the advisor, program, and Graduate School.
- The program of study may not include more than 25% transfer hours. Transfer hours must be approved by the advisor, the program, and the Graduate School, and must have grades of "B" or better.
- The program of study may not include more than nine (9) hours of coursework taken before the term of admission to the certificate program. Use of these hours must be approved by the advisor, the program, and the Graduate School.
- The program of study may not include more than 25% of independent study coursework (5500/6500/7500), and not more than 50% independent study and selected topics (5530-5549, 6530-6549, 7530-7549) coursework combined.
- The program of study GPA must be at least 3.0, and may not include any courses in which a grade of "F" or "U" was received.
- All coursework on the program of study must meet the seven (7) year time limitation at the date of completion.

Courses numbered 5989 and 7989 may not be used on a program of study.

Qualifying Examination

Doctoral programs require acceptable performance on a qualifying examination prior to registering for dissertation credit. More detail on the qualifying examination may be found at <http://edl.appstate.edu/current-students/qualifying-examinations>.

Registration

Graduate students register at the time specified on the University's academic calendar. Students must register for standard courses through the Appalnet Registration Self-Service area.

Registration material and instructions are available from the Registrar's website (<http://www.registrar.appstate.edu>). Students may adjust schedules during the drop-add period, which is the first five days of classes during the Fall and Spring semesters, and the first day of class in each Summer session.

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" on the Program of Study.

Research Credit (Courses Numbered 5989/7989)

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

- A student may enroll in one to three (1-3) hours of courses numbered 5989/7989 during any given semester to count toward full-time status for a tuition remission, a scholarship, or an assistantship.
- Graduate courses numbered 5989/7989 cannot be included for credit in a program of study.

A student will be charged the regular tuition rate for course work numbered 5989/7989 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).

Second Master's Degree

A student holding a master's degree already may apply for admission to a second master's degree in another discipline, following the usual admission procedures.

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. Other than the reduced number of hours required for the second degree, all other policies related to coursework and requirements apply, including time limits, transfer limitations, etc.

In addition, graduate course work from another earned degree (from Appalachian or elsewhere) cannot be included in the second master's degree program of study.

**NOTE: In the Department of Human Development and Psychological Counseling, a second master's degree requires meeting all program course requirements with a minimum of 36 semester hours.

Special Course Form

This form is available in each department and is used to register a student in a course that is not published in the official schedule of classes during a particular term, i.e., does not have a Course Reference Number.

In particular, this form is used for all independent study (5500, 6500, 7500), thesis (5999, 6999), and dissertation (7999) courses or for courses that the student will be taking under the direction of a faculty member as a practicum, internship or individual study.

Students are expected to register for courses no later than the end of the add period in a given term. For Fall and Spring semesters this is the end of the fifth day of classes. In the summer terms, the add period lasts until the end of the first day of classes.

Standards of Scholarship

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

14-118.2. Assisting, etc., in obtaining academic credit by fraudulent means.

- a. It shall be unlawful for any person, firm, corporation or association to assist any student, or advertise, offer or attempt to assist any student, in obtaining or in attempting to obtain, by fraudulent means, any academic credit, or any

diploma, license or other instrument purporting to confer any literary, scientific, professional, technical or other degree in any course of study in any university, college, academy, or other educational institution. The activity prohibited by this subsection includes, but is not limited to, preparing or advertising, offering, or attempting to prepare a term paper, thesis, or dissertation for another and impersonating or advertising, offering or attempting to impersonate another in taking or attempting to take an examination.

- b. Any person, firm, corporation or association violating any of the provisions of this section shall be guilty of a misdemeanor punishable by a fine of not to exceed five hundred dollars (\$500.00), imprisonment for not more than six months, or both. Provided, however, the provisions of this section shall not apply to the acts of one student in assisting another student as herein defined if the former is duly registered in an educational institution and is subject to the disciplinary authority thereof. (1963, c.781; 1969, c.1224, s.7.)

Study Abroad

Students studying at the graduate level in an official exchange program, *i.e.*, one for which Appalachian has an agreement with the foreign institution, are expected to register and pay for graduate credit at Appalachian. In this situation, students should enroll in graduate placeholder courses (GRD 5800-5810) in a one-to-one correspondence to the courses that will ultimately be transferred back to Appalachian.

When the student returns to campus, an official transcript should be submitted to the Graduate School for review. If the course is documented as post-baccalaureate level and the grades are equivalent to a B or higher, then the courses will be transferred in to replace the placeholders.

Students who wish to take undergraduate coursework in an exchange program should use the undergraduate placeholder course (US 3800) for the relevant number of hours.

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 NC General Statutes are on file in the offices of the Provost and Executive Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs, Vice Chancellor for Student Development, Vice Chancellor for University Advancement, Graduate Studies and Research, Belk Library and Information Commons, Office of Human Resource Services, Residence Life, University Police, and the Center for Student Involvement and Leadership. Students will find information pertaining to violations of the alcoholic beverages policy in The Code of Student Conduct.

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

Community-based

1. New River Behavioral Health Care provides substance abuse services including: evaluation, detox, outpatient treatment, and referral entry for inpatient treatment.
2. A number of practitioners in the community offer individual out-patient therapy for persons preferring a private practice setting.

A variety of local self-help groups are available with each group establishing its own criteria for membership.

Suspension and Dismissal

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

Graduate students who do not maintain a cumulative grade-point average of at least 3.00 cannot register for classes without the written recommendation of the advisor and the approval of the Dean of the Graduate School (see "Probationary Status").

Degree candidacy is discontinued for the student who has received four grades of "C," and 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 the Graduate School. In no case may a graduate student be permitted to repeat more than one course to improve the grade, and the student who receives a second grade of "F", "U", "WF" or "WU" may not continue toward the graduate degree under any circumstances.

Graduate credit accepted in fulfillment of the requirements for a graduate degree shall average not lower than 3.00, and no credit toward the degree shall be granted for a grade of "F", "U", "WF" or "WU." A grade of "F" or "U" is assigned to a student who arbitrarily discontinues meeting a class or who withdraws without making proper arrangements with the Registrar's Office.

Course work reported "Incomplete" must be completed within the following semester of the official ending of the course. Any extension of this period must be approved by the appropriate dean and the Registrar.

Thesis – Master's or Specialist

The thesis should represent the culmination of an independent research project conducted by the student, and demonstrate understanding of the related literature and research methodology. The thesis is expected to be written in grammatically correct English and conform to accepted standards used in research writing in the discipline of study, as well as conforming to the formatting requirements established in the Graduate School Thesis Manual. 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 Graduate Dean's approval of the use of a language other than English must be obtained in advance.

The department chair may approve any member of the department's graduate faculty to act as chair of the thesis committee and to supervise the writing of the thesis. The candidate's thesis advisor and at least two graduate faculty members

will constitute the thesis committee. One graduate faculty member from another department or institution may be appointed with the approval of the Dean of the Graduate School. No more than one member of the thesis committee may be from another department or institution.

Before being permitted to register for thesis credit, the student must:

- be admitted to candidacy
- have presented a prospectus or research abstract to the thesis committee, and
- applied for any necessary IRB or IACUC approval to work with human or animal subjects

For all students pursuing the thesis option in a program, all thesis hours will be considered program of study hours, some of which may be over and above the minimum stated hours for the degree.

Thesis grading: Students who are judged by the thesis committee chair to be making satisfactory progress in the term of enrollment will be assigned a grade of SP by the chair for that term. Students who are not progressing satisfactorily will be assigned a grade of UP.

If a grade of UP is assigned, the thesis committee must determine if the student should be allowed to enroll in further thesis hours, and report its decision to the Graduate School. Before being allowed to continue graduate study, students who are not approved to enroll in further thesis hours must request and be approved for a change of program out of the thesis option. Thesis hours will not count in the resulting revised program of study, and the thesis grades will remain SP/UP on the transcript.

Completion of thesis: The thesis defense should be completed at least 10 calendar days before the last regular class day, and the final draft of the thesis **must** be submitted to the graduate school no later than 7 calendar days prior to the last regular class day. The Graduate School will review the thesis for style and format, and return the manuscript to the student within 15 business days of submission.

Students may be required to make modifications and resubmit for additional review prior to signature by the Dean of the Graduate School. Once the Dean has signed the thesis, the thesis requirement is met, and the grade in all thesis hours will be changed to S. This entire approval process must be completed by the day before the next academic term begins or the student will not be eligible to graduate until the next term. For detailed information on the thesis process, the student should refer to the Thesis and Dissertation Handbook, available from the Graduate School (<http://www.graduate.appstate.edu/students>).

Time Limit Requirements

All graduate credit offered for the degree must have been earned within seven (7) calendar years after the year of admission. For example, students entering in 2010 have until December 2017 to complete their degrees.

Coursework expires seven (7) years after the date the initial grade is awarded and may not be used for the degree after this date. For example, courses taken in Spring 2010 may be used on a program of study for graduation until May 2017.

Transcripts

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

Transfer Credits

A degree- or certificate-seeking student may, with permission of the program director, request approval from the Graduate School to transfer graduate course work to Appalachian from another accredited graduate school. This coursework must be at the same or higher level than the student's program at Appalachian and must be acceptable in a graduate degree program at the credit-granting institution.

Permission to use transfer hours on a program of study must be granted by both the student's program and the Graduate School. Transfer credit should be reported to the Graduate School as soon as possible, but will not be posted to the student's official Appalachian transcript until official transcripts are received.

Students should arrange for official transcripts to be sent directly to the graduate records staff in the Graduate School as soon as grades are posted.

Graduate work included in an earned degree from another institution cannot be included on a program of study.

Time limit: Transfer credits are subject to the 7-year time limit requirement at the time of graduation.

Number of hours: The maximum number of hours of transfer allowed is 9 hours for degree-seeking students, and 25% of the number of hours required for certificate-seeking students.

Minimum Acceptable Grades: The grades earned must be at least "B" (3.0/4.0). A "B-" is not acceptable. Courses with grades of "P" meaning "Passing" or "Pass/Fail" option and grades of "S" meaning "Satisfactory" are not acceptable for transfer.

Senior Enrollment in Graduate Level Courses

Students enrolled as undergraduates at Appalachian State University may request permission to take graduate courses if they will be seniors in the semester of enrollment and have at least a 3.0 GPA. The request form can be found on the Graduate School website (http://www.graduate.appstate.edu/forms_graduate), and it requires both department and Graduate School approval.

Students may count up to 12 semester hours taken under this classification toward a later graduate degree program, provided that the 7 year time limit for graduate courses is not exceeded; that the course credits are not used to meet the requirements of the undergraduate degree; and that the graduate program approves their inclusion on the graduate program of study.

Weather Policy

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

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

Staff employees (SPA) should follow the State's adverse weather policy as distributed on the Human Resource Services web page:

<http://www.hrs.appstate.edu/leave/adverse.htm>.

Information concerning any cancellations or delays of ASU classes offered at off-campus sites will be accessible at <http://www.distance.appstate.edu>.

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

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

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

Withdrawal

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

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

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

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

Other policies governing withdrawing from courses:

- If a student does not regularly attend an audited course, the instructor may request an administrative withdrawal grade to be assigned. The instructor should provide documentation to the Registrar's Office with the recommendation.
- A student who holds a tuition scholarship or award must pay back the entire remission or award if that student withdraws from courses.
- A student who ceases to attend all classes prior to the end of an academic term, and does not officially withdraw by notifying the Registrar's Office, will automatically receive a "Failing" grade on each enrolled course.
- Distance Learning students enrolled in an extension program should initiate withdrawals in the Office of Distance Education.

A student who officially withdraws from the University will receive a refund based on the date of notification. The refund percentage is published in the Schedule of Classes for each semester. The term refund should be understood to mean either: a) the repayment of money received by the University for tuition and fees, or b) a reduction of charges if tuition and fees have not yet been paid.

Academic Colleges and Schools

Students in the Graduate School are enrolled in graduate certificates and degrees housed in 37 units organized into six colleges and schools.

- [College of Arts and Sciences](#) administers the following departments offering graduate courses and/or programs:
Anthropology; Appalachian Studies; Biology; Chemistry; Computer Science; Cultural, Gender and Global Studies; English; Geography and Planning; Geology; Government and Justice Studies; History; Languages, Literatures, and Cultures; Mathematical Sciences; Philosophy and Religion; Physics and Astronomy; Psychology; Sociology
- [College of Fine and Applied Arts](#) administers the following departments offering graduate courses and/or programs:
Communication; Sustainable Development; Technology and Environmental Design; Theatre and Dance
- [College of Health Sciences](#) administers the following departments offering graduate courses and/or programs:
Communication Sciences and Disorders; Health and Exercise Science; Nutrition and Health Care Management; Social Work
- [Hayes School of Music](#) administers all graduate courses and programs in Music and Music Therapy.
- [Reich College of Education](#) administers the doctoral program in educational leadership and the following departments offering master's and specialist programs:
Curriculum and Instruction; Human Development and Psychological Counseling; Leadership and Educational Studies; Reading Education and Special Education
- [Walker College of Business](#): administers the Master of Science in Accounting, the Master of Business Administration, and the following departments offering graduate courses:
Accounting; Computer Information Systems; Economics; Finance, Banking and Insurance; Management; Marketing

College of Arts and Sciences

Anthony Calamai, Dean

Dru Henson, Associate Dean

Neva Specht, Associate Dean

www.cas.appstate.edu

Comprising the academic areas of the Humanities, the Mathematical, Natural, and Social Sciences, the College encourages professional growth, creativity, and collegiality, and promotes the habits of inquiry, learning, and service among all its constituents. The graduate programs housed in the college foster the development of a variety of skills that are desirable for careers in industry, government, business, and education, or that prepare for further study at the doctoral level.

Department of Anthropology (www.anthro.appstate.edu) – Diane Mines, Chair

Courses in Anthropology (ANT)

Center for Appalachian Studies (www.appstudies.appstate.edu) – William Schumann, Director

- [Courses in Appalachian Studies \(AS\)](#)
- [MA in Appalachian Studies \(204*/05.0199\)](#) with concentrations in
 - Appalachian Culture Area (204B)
 - Appalachian Music: Roots and Influences (204D)
 - Sustainability in Appalachia (204E)
- [Graduate Certificate in Appalachian Studies \(200A/05.0199\)](#)
- [Graduate Minor in Appalachian Studies \(203/05.0199\)](#)

Department of Biology (www.biology.appstate.edu) – Sue Edwards, Chair

- [Courses in Biology \(BIO\) and General Science \(GS\)](#)
- [MS in Biology \(207*/26.0101\)](#) with concentrations in
 - Cell and Molecular Biology (207B)
 - General Biology (207C)
 - Ecology and Evolutionary Biology (207D)

Department of Chemistry (www.chemistry.appstate.edu) – Claudia Cartaya-Marin, Chair

[Courses in Chemistry \(CHE\)](#)

Department of Computer Science (www.cs.appstate.edu) – James Wilkes, Chair

- [Courses in Computer Science \(CS\)](#)
- [MS in Computer Science \(224A/11.0701\)](#)

Department of Cultural, Gender and Global Studies (www.cgg.appstate.edu) – Mark Nunes, Chair

- [Courses in Interdisciplinary Studies \(IDS\) and Women's Studies \(WS\)](#)
- [Graduate Certificate in Women's Studies \(130A/05.0207\)](#)

Department of English (www.english.appstate.edu) – Carl Eby, Chair

- [Courses in English \(ENG\) and Rhetoric and Composition \(RC\)](#)
- [MA in English \(232*/23.0101\)](#) with concentrations in
 - College Teaching (232B)
 - General English (232C)
- [Graduate Certificate in Rhetoric and Composition \(132A/23.0101\)](#)
- [Graduate Minor in English \(235/23.0101\)](#)

Department of Geography and Planning (www.geo.appstate.edu) – Kathleen Schroeder, Chair

- [Courses in Geography \(GHY\) and Planning \(PLN\)](#)
- [MA in Geography, Thesis Option \(237A/45.0701\)](#)
- [MA in Geography, Non-Thesis Option \(237*/45.0701\)](#) with concentrations in
 - General Geography (237B)
 - Planning (237C)
 - Geographic Information Science (237D)
- [Graduate Certificate in Geographic Information Science \(GI Science\) \(114A/45.0701\)](#)
- [Graduate Certificate in Planning \(109A/45.0701\)](#)
- [Graduate Minor in Geography \(241/45.0701\)](#)

Department of Geology (www.geology.appstate.edu) – William Anderson, Chair

[Courses in Geology \(GLY\)](#)

Department of Government and Justice Studies
(www.pscj.appstate.edu) – Phillip Ardoin, Chair

- [Courses in Criminal Justice \(CJ\), Public Administration \(PA\), and Political Science \(PS\)](#)
- [MA in Political Science \(267*/45.1001\)](#) with concentrations in
 - American Government (267C)
 - Environment Politics and Policy Analysis (267F)
 - International Relations/Comparative Politics (267E)
- [Master of Public Administration \(MPA\) \(279*/44.0401\)](#) with concentrations in
 - Administration of Justice (279D)
 - Not-for-Profit Management (279F)
 - Public Management (279B)
 - Town, City & County Management (279C)
- Graduate Certificate in Criminal Justice (220A/43.0104) – *not accepting applications*

Department of History (www.history.appstate.edu) – James Goff, Chair

- [Courses in History \(HIS\)](#)
- [MA in History \(255*/54.0101\)](#) with concentrations in
 - General History (255B)
 - Historic Preservation (255C)
 - Museum Studies (255E)
 - Public History (255D)
- [Graduate Minor in History \(248/54.0101\)](#)

Department of Languages, Literatures, and Cultures
(dlc.appstate.edu) – James Fogelquist, Chair

- [Courses in French \(FRE\), Languages, Literatures, and Cultures \(LLC\), and Spanish \(SNH\)](#)
- [MA in Romance Languages \(222*/16.0999\)](#)
 - French College Teaching (222C)
 - French K-12 Teaching (M Level Licensure) (222B) [T]+
 - Spanish College Teaching (222E)
 - Spanish K-12 Teaching (M Level Licensure) (222D) [T]+
- [Graduate Certificate in French \(108A/16.0999\)](#)
- [Graduate Certificate in Spanish \(111A/16.0999\)](#)
- [Graduate Minor in Romance Languages, French \(222/16.0999\)](#)
- [Graduate Minor in Romance Languages, Spanish \(223/16.0999\)](#)

Department of Mathematical Sciences
(www.mathsci.appstate.edu) – Mark Ginn, Chair

- [Courses in Mathematics \(MAT\) and Statistics \(STT\)](#)
- [MA in Mathematics \(264*/27.0101\)](#) with a concentration in College Teaching (264B)
- [MA in Mathematics, Education \(263*/13.1311\)](#) with a concentration in Secondary School Teaching (263S) [T]+

Department of Philosophy and Religion
(www.philrel.appstate.edu) – Kevin Schilbrack, Chair

- [Courses in Philosophy \(PHL\) and Religious Studies \(REL\)](#)
- [Graduate Minor in Philosophy \(104/38.0101\)](#)
- [Graduate Minor in Religious Studies \(105/38.0201\)](#)

Department of Physics and Astronomy
(www.physics.appstate.edu) - Michael Briley, Chair

- [Courses in Physics \(PHY\)](#)
- [Master of Science degree in Engineering Physics \(113*/40.0801\)](#) with concentrations in
 - Systems and Laboratory Automation (113B)
 - Professional Science Master's in Instrumentation and Automation (113C)
 - Professional Science Master's in Nanoscience for Advanced Materials (113D)
- [Graduate Minor in Physics \(272/40.0801\)](#)

Department of Psychology (www.psych.appstate.edu) – James Denniston, Chair

- [Courses in Psychology \(PSY\)](#)
- [MA in Industrial-Organizational Psychology and Human Resource Management \(258A/42.2804\)](#) -- *This degree is offered jointly with the Department of Management in the Walker College of Business.*
- [MA in Psychology \(145*/42.0101\)](#)
- [MA/Specialist in School Psychology \(125A/42.2805\)\[T\]+](#)
- [Graduate Minor in Psychology \(276/42.0101\)](#)

Department of Sociology (www.soc.appstate.edu) – Amy Page, Chair

- [Courses in Sociology \(SOC\)](#)
- [Graduate Certificate in Gerontology \(110A/30.1101\)](#)
- [Graduate Certificate in Sociology \(127A/45.1101\)](#)

College of Fine and Applied Arts

Glenda Treadaway, Dean
Kern Maass, Associate Dean

www.faa.appstate.edu

The College of Fine and Applied Arts houses degree programs at the Master of Arts (MA) and Master of Science (MS) levels. Although degree programs at the master's level are not available through the Departments of Communication and Theatre and Dance, these departments offer courses for graduate credit. The following is a listing of the graduate programs with corresponding major codes (in parentheses). For specific requirements, refer to the individual program listings.

Department of Art (www.art.appstate.edu) – Clifton Meador, Chair

The department does not offer any graduate courses or programs at this time.

Department of Communication (www.asucom.appstate.edu) – Jean DeHart, Interim Chair

[Courses in Communication \(COM\)](#)

Department of Military Science and Leadership (rotc.appstate.edu) – LTC David Cox, Chair

The department does not offer any graduate courses or programs at this time.

Department of Sustainable Development (sd.appstate.edu), Sandra Lubarsky, Chair

[Courses in Sustainable Development \(SD\)](#)

Department of Technology and Environmental Design
(www.tec.appstate.edu) – Jerianne Taylor, Interim Chair

- [Courses in Graphic Arts and Imaging Technology \(GRA\), Industrial Design \(IND\), and Technology \(TEC\)](#)
- [MS in Technology \(599*/15.0612\)](#) with concentrations in
 - Appropriate Technology (599B)
 - Building Science (599D)
 - Graphic Arts and Imaging Technology (599E)
 - Renewable Energy Engineering (599F)
 - Sustainable Design and Construction (599G)

Department of Theatre and Dance (www.theatre.appstate.edu)
– Marianne Adams, Chair

[Courses in Dance \(DAN\) and Theatre \(THR\)](#)

College of Health Sciences

Frederick Whitt, Dean

Gary McCullough, Associate Dean

healthsciences.appstate.edu

The College of Health Sciences houses graduate degree programs at the Master of Science (MS) level. The following is a listing of the graduate programs with corresponding major codes (in parentheses). For specific requirements, refer to the individual program listings.

Department of Communication Sciences and Disorders
(comdis.appstate.edu) – Dawn Botts, Interim Chair

- [Courses in Communication Sciences and Disorders \(CSD\)](#)
- [MS in Speech-Language Pathology \(821A/51.0203\)\[T\]](#)

Department of Health and Exercise Science (hes.appstate.edu)
– Travis Triplett, Interim Chair

- [Courses in Exercise Science \(ES\)](#)
- [MS in Exercise Science \(842*/31.0505\)](#) with concentrations in
 - Clinical Exercise Physiology (842E)
 - Research (842B)
 - Strength and Conditioning (842D)

Department of Nursing (nursing.appstate.edu) – Linda Johanson, Interim Chair

The department does not offer any graduate courses or programs at this time.

Department of Nutrition and Health Care Management
(nhm.appstate.edu) – Sarah Jordan, Chair

- [Courses in Nutrition \(NUT\)](#)
- [MS in Nutrition \(841A/51.3101\)](#)

Department of Recreation Management and Physical Education (rmpe.appstate.edu) – Derek Mohr, Interim Chair

[Courses in Recreation Management \(RM\)](#)

Department of Social Work (socialwork.appstate.edu) – Lauren Renkert, Chair

- [Courses in Social Work \(SW\)](#)
- [MSW in Social Work \(135*/44.0701\)](#) with concentrations in
 - Community & Organizational Practice (135B)
 - Individuals and Families (135C)

The Mariam Cannon Hayes School of Music

William Pelto, Dean

Jay Jackson, Associate Dean

www.music.appstate.edu

The Hayes School of Music houses degree programs at the Master of Music (MM) and Master of Music Therapy (MMT) levels. The following is a listing of the graduate degree programs with corresponding major codes (in parentheses). For more information, consult the Cratis D. Williams Graduate School and/or refer to the Music listing in this Bulletin.

- [Courses in Applied Music \(AMU\) and Music \(MUS\)](#)
- [Master of Music \(MM\) in Performance \(558*/50.0903\)](#) with concentrations in
 - Collaborative Piano (558W)
 - Conducting (680B)
 - Music Composition (558Z)
 - Performance/Bassoon (558B)
 - Performance/Cello (558C)
 - Performance/Clarinet (558D)
 - Performance/Euphonium (558Y)
 - Performance/Flute (558E)
 - Performance/French Horn (558F)
 - Performance/Guitar (558G)
 - Performance/Harp (558H)
 - Performance/Oboe (558I)
 - Performance/Organ (558K)
 - Performance/Percussion (558L)
 - Performance/Piano (558M)
 - Performance/Saxophone (558N)
 - Performance/String Bass (558O)
 - Performance/Trombone (558P)
 - Performance/Trumpet (558Q)
 - Performance/Tuba (558R)
 - Performance/Viola (558T)
 - Performance/Violin (558U)
 - Performance/Voice (558V)
- [Master of Music Therapy \(MMT\) \(560A/51.2305\)](#)

Reich College of Education

Robin Groce, Interim Dean

David Wiley, Associate Dean

Monica Lambert, Acting Associate Dean

www.ced.appstate.edu

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. The College houses graduate degrees at the master's, specialist, and doctoral levels, as well as a number of graduate certificates and teacher licensure-only programs.

The Reich College of Education is accredited by the National Council for the Accreditation of Teacher Education and the North Carolina State Board of Education.

Department of Curriculum and Instruction

(www.ci.appstate.edu) – Susan Colby, Interim Chair

- Courses in Business Education (BE), Curriculum & Instruction (CI), and Health Education (HED)
- MA, Curriculum Specialist (416A/13.0301)[T]+
- MA in Educational Media (434*/13.0501) with concentrations in
 - Instructional Technology Specialist/Media Literacy (434G)
 - Instructional Technology Specialist/Media Production (434F) - *not accepting applications at this time*
 - Instructional Technology Specialist/New Media and Global Education (434H)
- MA in Elementary Education (422A/13.1202)[T]+
- MA in Middle Grades Education (472*/13.1203) with concentrations in
 - Language Arts (472B) [T]+
 - Mathematics (472C) [T]+
 - Science (472D) [T]+
 - Social Studies (472E) [T]+
- Graduate Certificate in Educational Media Instructional Technology: Web-Based Distance Learning (419A/13.0501)
- Graduate Certificate in Elementary Mathematics Education (711A/13.1202)
- Graduate Certificate in Media Literacy (424A/13.0501)
- Graduate Certificate in Middle and Secondary Education (446A/13.1206)[T]+

Educational Leadership Program (www.edl.appstate.edu) – Vachel Miller, Interim Director

- Courses in Educational Leadership (EDL)
- EdD in Educational Leadership (702*/13.0401) with concentrations in
 - Educational Administration (702D)[T]
 - Educational Leadership, General (702C)
 - Higher Education (702F)
 - Reading and Literacy (702E)

Department of Family and Consumer Sciences (www.fcs.appstate.edu) - Ellen Carpenter, Chair

- Courses in Family and Consumer Sciences (FCS)
- Graduate Minor in Family and Consumer Sciences (527/19.0101)

Department of Human Development & Psychological Counseling (www.hpc.appstate.edu) – Leroy Baruth, Chair

- Courses in Human Development & Psychological Counseling (HPC)
- MA in College Student Development (496*/13.1102) with concentrations in
 - College Outdoor Program Administration (496D)
 - Student Affairs Practice (496C)
- MA in Clinical Mental Health Counseling (709*/13.1102) with concentrations in
 - Addictions Counseling (709B)
 - Body Centered Therapy (709C)
 - Clinical Mental Health Counseling, General (709D)
 - Expressive Arts Therapy (709E)
 - Marriage and Family Counseling (405F)
- MA in Marriage and Family Therapy (468A/51.1505)
- MA in Professional School Counseling (427A/13.1101)[T]
- Graduate Certificate in Addiction Counseling (423A/13.1102)
- Graduate Certificate in Expressive Arts Therapy (425A/13.1102)

Department of Leadership and Educational Studies
(www.les.appstate.edu) – Terry McClannon, Chair

- Courses in Foundations of Education (FDN), Higher Education (HE), Instructional Technology/Computers (ITC), Library Science (LIB), Leadership in School Administration (LSA), and Research (RES)
- MA in Educational Media (437*/13.0501) with concentrations in
 - Instructional Technology Specialist/Computers (437D)[T]+
 - Instructional Technology Specialist/Computers, General (437E)
- MA in Higher Education (454*/13.0406) with concentrations in
 - Adult and Developmental Education (454F)
 - Community College and University Leadership (454G)
 - Teaching (454E)
- MLS in Library Science, General (465A/25.0101)
- Master of School Administration (MSA) (433A/13.0409)[T]
- EdS in Educational Administration (428A/13.0401)[T]
- EdS in Higher Education (455*/13.0406) with concentrations in
 - Adult and Developmental Education (455F)
 - Community College and University Leadership (455G)
 - Teaching (455E)
- Graduate Certificate in School Leadership (473A/13.0409)[T]

Department of Reading Education and Special Education
(www.rese.appstate.edu) – Woodrow Trathen, Acting Chair

- Courses Reading (RE) and Special Education (SPE)
- MA in Reading Education, General (477*/13.1315) with concentrations in
 - Adult Literacy (477B)
 - Classroom/Clinical (477E)[T]+
- MA in Special Education (476*/13.1001) with concentrations in
 - Emotional/Behavioral Disorders (476B) [T]+
 - Intellectual Disabilities (Mental Retardation) (476C) [T]+
 - Learning Disabilities (476D) [T]+
- MA in Special Education: Teaching Parent Specialty (484A/13.1001) - *not accepting applications*
- Graduate Certificate in Autism Spectrum Disorders (445A/13.1013)
- Post-Master's Graduate Certificate in Reading Education (475A/13.1315)
- Graduate Minor in Autism Spectrum Disorders (445/13.1013)

Walker College of Business

Heather Norris, Acting Dean

Sandra Vannoy, Assistant Dean

Martin Mezner, Associate Dean

Timothy Forsyth, Acting Associate Dean

www.business.appstate.edu

The Walker College of Business offers undergraduate and master's level business programs at Appalachian State University, a public, comprehensive university in the University of North Carolina system of higher education. Our mission is to offer high quality educational experiences preparing our students to be responsible, effective leaders and professionals in a rapidly changing, global environment. To accomplish this, our focus is on instructional excellence, complemented by scholarship in practice, theory and pedagogy, and service activities that benefit the business discipline and the broader community.

**Department of Accounting (www.accounting.appstate.edu) –
Doug Roberts, Acting Chair**

- [Courses in Accounting \(ACC\)](#)
- [MS in Accounting \(302*/52.0301\)](#) with concentrations in
 - General (302C)
 - Taxation (302B)

Business Administration Program

(www.business.appstate.edu/mba) – Sandra Vannoy, Director

- [Courses in Business \(BUS\) and Business Administration \(MBA\)](#)
- [Master of Business Administration \(MBA\) \(305*/52.0201\)](#) with concentrations in
 - Business Analytics (305F)
 - Economics (305E)
 - Interdisciplinary Business (305G)
 - International Business (305C)
 - Leading and Managing Human Resources (305H)
 - Supply Chain Management (305I)
 - Sustainable Business (305D)

Department of Computer Information Systems and Supply Chain Management (www.cis.appstate.edu) – Sean McGann, Chair

- Courses in Computer Information Systems (CIS), Production/Operations Management (POM), and Supply Chain Management (SCM)
- Graduate Certificate in Business Analytics (340A/11.0802)

Department of Economics (www.economics.appstate.edu) -- John Whitehead, Chair

Courses in Economics (ECO)

Department of Finance, Banking and Insurance (www.finance.appstate.edu) – Don Cox, Chair

Courses in Finance, Banking and Insurance (FIN)

Department of Management (www.management.appstate.edu) – Jacqueline Bergman, Chair

- Courses in Management (MGT)
- MA in Industrial-Organizational Psychology and Human Resource Management (258A/42.0901) -- *This degree is offered jointly with the Department of Psychology in the College of Arts and Sciences, and the degree requirements are listed under "Psychology"*

Department of Marketing (www.marketing.appstate.edu) – Unal Boya, Chair

Courses in Marketing (MKT)

Programs Offered

- Accounting (MS)
- Appalachian Studies (MA; Certificate; Minor)
- Autism Spectrum Disorders - see Special Education
- Biology (MS)
- Business Administration (MBA)
- Business Analytics (Certificate)
- Clinical Mental Health Counseling (MA; Expressive Arts Therapy Certificate; Addiction Counseling Certificate)
- College Student Development (MA)
- Computer Science (MS)
- Curriculum Specialist (MA)
- Educational Leadership (EdD)
- Educational Media--Instructional Tech/Computers (MA)
- Educational Media--Media Literacy; New Media & Global Education (MA; Media Literacy Certificate; Web-Based Distance Learning Certificate)
- Elementary Education (MA; Elementary Mathematics Education Certificate)
- English (MA; Rhetoric and Composition Certificate; Minor)
- Exercise Science (MS)
- Family and Consumer Sciences (Minor)
- French - see Romance Languages
- Geography and Planning (MA in Geography; Geographic Information Science Certificate; Planning Certificate; Minor)
- Gerontology (Certificate)
- Higher Education (MA; EdS)
- History, (MA; Minor)
- Human Resource Management - see Psychology

- Library Science (MLS)
- Marriage and Family Therapy (MA)
- Mathematics, Mathematics Education (MA)
- Middle Grades Education (MA)
- Middle and Secondary Teaching (Certificate)
- Music (MM in Performance; MMT in Music Therapy)
- Nutrition (MS)
- Philosophy and Religion (Minor)
- Physics (MS in Engineering Physics; Minor)
- Political Science (MA)
- Psychology (MA in Psychology; MA in I-O Psychology and HRM; MA and Specialist in School Psychology; Minor)
- Public Administration (MPA)
- Reading Education (MA; Certificate)
- Romance Languages (MA; French Certificate; Spanish Certificate; French Minor; Spanish Minor)
- School Administration (MSA; EdS in Educational Administration; Certificate in School Leadership)
- School Counseling (MA in Professional School Counseling)
- Social Work (MSW)
- Sociology (Certificate)
- Spanish - See Romance Languages
- Special Education (MA; Certificate in Autism Spectrum Disorders; Minor in Autism Spectrum Disorders)
- Speech-language Pathology (MS)
- Technology (MS)
- Women's Studies (Certificate)

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Master of Science in Accounting

Department of Accounting
Walker College of Business

Doug Roberts, Acting Chair

William Pollard, Graduate Program Director and Professor
PollardWB@appstate.edu

www.accounting.appstate.edu

The Walker College of Business, through the Department of Accounting, offers the Master of Science (MS) in Accounting (Major Code: 302*/52.0301), with two concentrations:

- **General (302C)**
- **Taxation (302B)**

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

Application for admission to the MS 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 MS program is based on a balanced appraisal of the applicant's total record and overall excellence. The foundation for the admission decision is the GMAT score and undergraduate academic performance. The trend of grades during undergraduate schooling, the GPA in the undergraduate major, and relevant work experience may also be considered in the admission process.

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

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

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

The program requires a minimum of 30 semester hours of graduate study and allows the student to follow a general concentration or a tax concentration. A student needing no prerequisites will usually complete the program in two semesters and a summer. For students with majors in other academic disciplines, it will take longer, depending on the required prerequisites.

PROGRAM OF STUDY FOR THE MASTER OF SCIENCE IN ACCOUNTING

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official GMAT exam scores; undergraduate course work in Accounting Principles, Economics, Statistics, Behavioral Science, and Finance; undergraduate accounting courses in Intermediate Accounting, Cost Accounting, Accounting Systems, Individual Income Taxation, and Auditing. In extenuating circumstances, an applicant may obtain permission to remove deficiencies in course work after entering the graduate program.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). In addition, the program faculty will give preference to applicants who meet or exceed the following: (Undergraduate GPA x 200) + GMAT = 1100; Minimum GMAT of 450 is recommended. Meeting these criteria does not guarantee acceptance.

Location: On Campus

Course Requirements for the Master of Science in Accounting Total Semester Hours Required (minimum): 30		
Required Courses	<ul style="list-style-type: none"> • ACC 5590: Advanced Accounting Topics (3) • Three semester hours outside the Department of Accounting approved by the Program Director (3) 	6
Concentration (CHOOSE ONE)	<p>General Concentration (Code: 302C)</p> <ul style="list-style-type: none"> • ACC 5210: Advanced Managerial Accounting (3) • ACC 5270: Current Issues in Technology and AIS (3) • ACC 5390: Contemporary Issues in Accounting (3) • ACC 5xxx: Elective (3) <p>OR</p> <p>Taxation Concentration (Code: 302B)</p>	12

	<ul style="list-style-type: none"> • ACC 5280: Partnerships and S Corporations (3) • ACC 5580: Tax Planning and Research (3) • ACC 5xxx: Tax Elective approved by the Program Director (6) 	
Thesis Option (CHOOSE ONE)	<p>With Thesis</p> <ul style="list-style-type: none"> • ACC 5999: Thesis (6) • 6 s.h. of graduate electives approved by the Program Director (6) <p>OR</p> <p>Without Thesis</p> <ul style="list-style-type: none"> • 12 s.h. of graduate electives approved by the Program Director (12) 	12

Other Requirements for the MS in Accounting:

- **Thesis:** Optional
- **Proficiency:** Not required
- **Candidacy:** Required for thesis option; awarded upon approval of thesis committee and prospectus
- **Comprehensive:** Not required
- **Product of Learning:** Not required

Related Course Listings

- [Accounting \(ACC\)](#)
- [Business \(BUS\) and Business Administration \(MBA\)](#)
- [Computer Information Systems \(CIS\) and Productions Operations Management \(POM\)](#)
- [Economics \(ECO\)](#)
- [Management \(MGT\)](#)
- [Marketing \(MKT\)](#)

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Master of Arts in Appalachian Studies Graduate Certificate in Appalachian Studies Graduate Minor in Appalachian Studies

Center for Appalachian Studies
College of Arts and Sciences

William Schumann, Center Director and Associate Professor
SchumannWR@appstate.edu

Katherine Ledford, Graduate Program Director and Assistant Professor
LedfordKE@appstate.edu

www.appstudies.appstate.edu/

The Center for Appalachian Studies offers the following programs:

- **Master of Arts degree program in Appalachian Studies (204*/05.0199), with concentrations in**
 - **Appalachian Culture Area (204B)**
 - **Appalachian Music: Roots and Influences (204D)**
 - **Sustainability in Appalachia (204E)**
- **Graduate Certificate in Appalachian Studies (200A/05.0199)**
- **Graduate Minor in Appalachian Studies (203/05.0199)**

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.

The **Appalachian Music: Roots and Influence** concentration focuses on scholarly treatment of regional music traditions, including ballads, shape-note songs, traditional string bands, bluegrass, gospel, and country, including the African-American as well as European-American traditions.

The **Sustainability in Appalachia** 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.

PROGRAM OF STUDY FOR THE GRADUATE MINOR IN APPALACHIAN

STUDIES (CODE: 203)

Course Requirements for the Graduate Minor in Appalachian Studies (Code: 203) Total Semester Hours Required (minimum): 9		
Required Courses	<ul style="list-style-type: none"> • Choose 9 semester hours from the following list (9) <ul style="list-style-type: none"> ◦ AS 5000: Bibliography and Research (3) ◦ ANT 5120: Appalachian Culture and Social Organization (3) ◦ BIO 5508: Biogeography (3) ◦ ENG 5xxx: Course with Appalachia as the central focus (e.g., ENG 5710-Advanced Folklore; ENG 5720-Appalachian Literature) (3) ◦ HIS 5208: Readings Seminar in Appalachian History (3) ◦ HIS 5209: Research Seminar in Appalachian History (3) ◦ REL 5400: Religion in Appalachia (3) ◦ PS 5130: Appalachian Political Perspectives (3) ◦ SOC 5300: Appalachia in Social Context (3) 	9

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN APPALACHIAN STUDIES

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#).

Location: On Campus

Course Requirements for the Graduate Certificate in Appalachian Studies (Code: 200A) Total Semester Hours Required (minimum): 18		
Required Courses	<ul style="list-style-type: none"> • An appropriate research methods course, e.g., AS 5000 or equivalent (3) • Choose 4 courses from at least 3 departments out of the following list (12) <ul style="list-style-type: none"> ◦ ANT 5120: Appalachian Culture and Social Organization (3) ◦ BIO 5508: Biogeography (3) ◦ ENG 5710: Advanced Folklore (3) ◦ ENG 5720: Appalachian Literature (3) ◦ HIS 5208: Readings Seminar in Appalachian History (3) ◦ HIS 5209: Research Seminar in Appalachian History (3) ◦ REL 5400: Religion in Appalachia (3) ◦ PS 5130: Appalachian Political Perspectives (3) ◦ SOC 5300: Appalachia in Social Context (3) 	15
Elective Courses	A graduate elective course chosen in consultation with the program director (3)	3

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN APPALACHIAN STUDIES

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; two-page statement of intent explaining applicant’s academic and professional goals in chosen concentration and the value of regional studies to the contemporary world; additional courses (up to 15 hours maximum) may be required if so indicated by the student’s deficiencies.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus

Course Requirements for the Master of Arts in Appalachian Studies Total Semester Hours Required (minimum): 36		
Required Courses	<ul style="list-style-type: none"> ● AS 5000: Bibliography and Research (3) ● AS 5020: Colloquium in Appalachian Studies (3) ● One of the following courses (3) <ul style="list-style-type: none"> ○ ANT 5410: Qualitative Research Methods (3) ○ AS 5040: Documentary Field Research Methods (3) ○ SOC 5110: Research Problems I (3) ○ Another appropriate research methods course chosen with approval of advisor (3) 	9
Regional Courses	<p>Choose four of the following courses, from four different disciplines:</p> <ul style="list-style-type: none"> ● ANT 5120: Appalachian Culture and Social Organization (3) ● AS 5015: Old Time Music Traditions (3) ● AS 5030: Bluegrass Traditions (3) ● BIO 5508: Biogeography (3) ● ENG 5710: Advanced Folklore (3) ● ENG 5720: Appalachian Literature (3) ● HIS 5208: Readings Seminar in Appalachian History (3) ● HIS 5209: Research Seminar in Appalachian History (3) ● REL 5400: Religion in Appalachia (3) ● PS 5130: Appalachian Political Perspectives (3) ● SOC 5300: Appalachia in Social Context (3) 	12
	<p>Appalachian Culture Area Concentration (Code: 204B)</p> <ul style="list-style-type: none"> ● Choose one of the following capstone options: <ul style="list-style-type: none"> ○ AS 5900: Internship (3-6) 	

- AS 5999: Thesis (3-6)
- Choose 9-12 s.h. of coursework from the list below, or from the Regional Courses listed above (with approval of the student's advisor). Other courses with related topics, such as those in Business, English, Geography, History, Planning, and Public Administration, may be selected with permission of the advisor.
 - ANT 5200: Sustainable Development: Theory, Method and Case (3)
 - ANT 5530-5549: Selected Topics (when topic is Appalachian Prehistory) (3)
 - ANT 5565: Agrarian Studies and Rural Development (3)
 - ANT 5600: Medical Anthropology (3)
 - ANT 5610: Ethnographic Field School (2-6)
 - AS 5025: Pedagogy for Appalachian Studies (3)
 - AS 5110: Ethnographic Field Study (1-6)
 - AS 5500: Independent Study (3)
 - AS 5530-5549: Selected Topics (3)
 - ENG 5640: Cultural Studies (3)
 - GHY/PLN 5400: Planning Theory and Process (3)
 - HIS 5206: Readings Seminar in American History (when applicable) (3)
 - PLN 5450: Planning for Sustainable Communities (3)
 - SD 5050: Foundations of Sustainable Development (3)
 - SD 5300: Issues in Global Systems Science (3)

OR

Appalachian Music: Roots and Influences Concentration (Code: 204D)

- AS 5015: Old Time Music Traditions (3)
- AS 5030: Bluegrass Traditions (3)
- Choose one of the following capstone options:
 - AS 5900: Internship (3-6)
 - AS 5999: Thesis (3-6)

Choose 3-6 s.h. of coursework from the list below**.

- AS 5025: Pedagogy for Appalachian Studies (3)
- AS 5110: Ethnographic Field Study (1-6)
- AS 5500: Independent Study (3)
- AS 5530-49: Selected Topics (3)
- HIS 5530-49: Selected Topics (3) when the topic is Country Music and American Culture
- MUS 5530-49: Selected Topics (3) when the topic is Writing about Popular and Folk Music
- MUS 5530-49: Selected Topics (3) when the topic is History of Country Music

OR

Sustainability in Appalachia Concentration (Code: 204E)

- ANT 5200: Sustainable Development: Theory, Method and Case (3)
- SD 5050: Foundations of Sustainable Development (3)
- Choose one of the following capstone options:
 - AS 5900: Internship (3)
 - AS 5999: Thesis (3)
- Choose 6 s.h. of courses from the list below, or from the Regional Courses listed above (with approval of advisor). Other courses with topics related to sustainability, such as Biology, Business, Geography, History, Public

**Concentration
(CHOOSE
ONE)**

Administration and Technology, may be selected with permission of the advisor.

- ANT 5565: Agrarian Studies and Rural Development (3)
- ANT 5610: Ethnographic Field School (2-6)
- AS 5025: Pedagogy for Appalachian Studies (3)
- AS 5110: Ethnographic Field Study (1-6)
- AS 5500: Independent Study (3)
- AS 5530-49: Selected Topics (3)
- GHY 5100: Seminar in Physical Geography (3)
- GHY 5110: Seminar in Spatial Analysis (3)
- GHY 5130: Seminar in Human Geography (3)
- GHY/PLN 5400: Planning Theory and Process (3)
- PLN 5450: Planning for Sustainable Communities (3)
- SD 5100: Agroecology Practices, Systems & Philosophies (4)
- TEC 5618: Sustainable Building Design and Construction (3)

Other Requirements for the Master of Arts:

- **Thesis:** Optional
- **Proficiency:** Reading knowledge of a foreign language; demonstrated competency in statistics and/or computer science may be substituted upon approval of the student's advisor
- **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive:** A written examination is required
- **Product of Learning:** Not required

***With permission of the advisor, other options may be approved from the Regional Courses listed above or other courses with related topics, such as those in Anthropology, Appalachian Studies, Business, English, Geography, History, Planning, and Public Administration, may be selected with permission of the advisor.*

Related Course Listings

- [Anthropology \(ANT\)](#)
- [Appalachian Studies \(AS\)](#)
- [Biology \(BIO\)](#)
- [Business Administration \(MBA\)](#)
- [Economics \(ECO\)](#)
- [English \(ENG\)](#)
- [Geography \(GHY\) and Planning \(PLN\)](#)
- [Geology \(GLY\)](#)
- [Political Science \(PS\) and Public Administration \(PA\)](#)
- [History \(HIS\)](#)
- [Interdisciplinary Studies \(IDS\)](#)
- [Management \(MGT\)](#)
- [Music \(MUS\)](#)
- [Religious Studies \(REL\)](#)
- [Sociology \(SOC\)](#)
- [Sustainable Development \(SD\)](#)
- [Technology \(TEC\)](#)

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Master of Science in Biology

Department of Biology
College of Arts & Sciences

Susan Edwards, Chair and Associate Professor
EdwardsSL@appstate.edu

Ece Karatan, Graduate Program Director and Associate Professor
KaratanE@appstate.edu

www.biology.appstate.edu

The Department of Biology offers the Master of Science in Biology (207*/26.0101) with concentrations in

- Cell and Molecular Biology (207B)
- Ecology and Evolutionary Biology (207D)
- General Biology (207C)

The graduate program is designed to prepare men and women for competitive careers in the field of biology, including environmental jobs and teaching and research positions, while also preparing students for further graduate and professional work at doctoral levels. Our program provides students with a comprehensive knowledge of the broad fields in biology while allowing specialization in an area of their choice. In recent years, the Graduate Program in Biology has been twice named the Outstanding Graduate Program at Appalachian, and a number of graduate students have been awarded grants or scholarships for their proposed and ongoing research.

PROGRAM OF STUDY FOR THE MASTER OF SCIENCE IN BIOLOGY

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; statement of interest and intent; commitment from a Biology faculty member to chair the applicant's thesis committee**.

*The three required letters of recommendation should be written by persons familiar with the applicant's academic performance.

**Applicants are encouraged to contact the program director as early as possible regarding thesis research interests.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). In addition, applicants must receive a minimum GRE analytical writing score of 4 to be considered for normal admission and assistantships. Meeting these criteria does not guarantee admission.

Location: On Campus

Course Requirements for the Master of Science in Biology Semester Hours Required (minimum): 30		
Required Courses	<ul style="list-style-type: none"> • BIO 5000: Bibliography and Research (4) • BIO 5999: Thesis (4-8) 	8 to 12
Concentration (CHOOSE ONE)	<p>Cell and Molecular Biology Concentration (Code: 207B)</p> <ul style="list-style-type: none"> • BIO 6615: Current Topics in Molecular Biology (6-18) • One of the following courses: <ul style="list-style-type: none"> ◦ BIO 5650: Bioinformatics (3) ◦ BIO 5777: Biostatistics (4) • 0-13 s.h. of graduate elective courses chosen in consultation with the major advisor <p>OR</p> <p>Ecology and Evolutionary Biology Concentration (Code: 207D)</p> <ul style="list-style-type: none"> • BIO 5250: Current Topics in Ecology and Evolutionary Biology (6-12) • BIO 5777: Biostatistics (4) • 2-12 s.h. of graduate elective courses chosen in consultation with the major advisor <p>OR</p> <p>General Biology Concentration (Code: 207C)</p> <ul style="list-style-type: none"> • BIO 5777: Biostatistics (4) • 14-18 s.h. of graduate elective courses chosen in consultation with the major advisor 	18 to 22

Other Requirements for the MS in Biology:

- **Thesis:** Required
- **Proficiency:** Not required
- **Candidacy:** Required; awarded upon approval of thesis committee and prospectus
- **Comprehensive:** A written comprehensive examination and an oral defense of the thesis
- **Product of Learning:** Not required

Related Course Listings

- [Biology \(BIO\)](#)

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Master of Business Administration

Walker College of Business

Joseph Cazier, Director of the MBA Program and Associate Dean
CazierJA@appstate.edu

www.mba.appstate.edu

The Walker College of Business, through collaboration among the academic departments of the College, offers the Master of Business Administration (MBA) degree (305*/52.0201) with the following concentrations:

- Business Analytics (305F)
- Economics (305E)
- Interdisciplinary Business (305G)
- International Business (305C)
- Leading and Managing Human Resources (305H)
- Supply Chain Management (305I)
- Sustainable Business (305D)

Accredited by AACSB since 1976, Appalachian's Walker College of Business offers an accelerated 1 year MBA program with rolling admission so that students can begin their program of study in May, August, or January. The MBA program is open to all undergraduate majors. The program has available online learning modules to help all students quickly and easily meet any required prerequisite knowledge they may need to be successful in our program. These introductory business topics include statistics, accounting, finance, economics, marketing, and management.

The MBA program is also ideal for students wanting to complete two master's degrees simultaneously. With department and Graduate School approval, a double degree graduate student count up to 50% of the credit hours from one program of study on the other program. This reduces the time it takes to complete the second degree. In many cases, by taking advantage of MBA summer courses and enrolling in a few extra classes during the year, students can graduate from both degrees within a semester of their original graduation date. Students have enrolled in the MBA program in combination with programs in Higher Education, Appropriate Technology, Criminal Justice, Physics, Music, and Accounting. The form to request admission to a second master's program may be obtained from the Graduate School (www.graduate.appstate.edu/forms_graduate/).

To fulfill the mission of the MBA program extensive resources are dedicated to ensuring the program is well rounded. In addition to a robust curriculum, the MBA program places a heavy emphasis on

practical job preparation through practicums, internships, executive skills courses, and international travel. Students also receive one-on-one coaching from the Walker College of Business Graduate Career Services. The program ensures that students are business savvy, internationally experienced, proven leaders, proficient communicators, ethical, and employable.

Location of Program: This program is offered on campus in Boone in the format described in this Bulletin. Off-campus courses follow a part-time extended program format with rolling admission allowing someone to complete the program two years from their start date. For information about the off-campus program, please contact the Office of Distance Education: www.distance.appstate.edu.

PROGRAM OF STUDY FOR THE MASTER OF BUSINESS ADMINISTRATION

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GMAT or GRE exam scores; evidence of knowledge in statistics, financial accounting, economics, corporate finance, marketing, and organizational behavior through course work, work experience or completion of the accelerated prerequisite program before taking graduate course work in those subjects.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus and Off Campus. Off-Campus cohorts follow a part-time extended format.

Course Requirements for the Master of Business Administration (Code: 305*) Total Semester Hours Required (minimum): 36		
Required Coursework	<ul style="list-style-type: none"> ● MBA 5020: International Experience (3) ● MBA 5110: Economics for Decision-Making (3) ● MBA 5200: Problem Analysis and Quantitative Methods (3) ● MBA 5220: Operations and Supply Chain Management (3) ● MBA 5230: Fundamentals of Business Analytics (3) ● MBA 5320: Managerial Accounting (3) ● MBA 5420: Marketing Strategy and Applications (3) ● MBA 5600: Managerial Finance (3) ● MBA 5750: Strategic Management (3) ● MBA 5820: Executive Skills (0) – <i>full-time students must enroll each term; part-time students must enroll at least three times; dual-degree students at least twice. All students must enroll in their last semester of coursework.</i> 	27
	<p>Business Analytics (Code: 305F) CIS 5850: Business Analytics Project (3) AND Choose 6 s.h. from the list below or from the additional elective options at the end of the program description; electives outside of business require approval of the department offering the course; other electives may be</p>	

chosen with approval of the program director.

- CIS 5630. Data Management (3)
- CIS 5830. Security Privacy and Ethical Issues in Business Analytics (3).
- MBA 5870: Analytical Models for Supply Chain Management (3)
- ECO 5740: Forecasting and Time Series Models (3)
- CS 5710: Data Mining and Knowledge Discovery in Scientific Data (3)
- BIO 5777: Biostatistics (4)
- GHY 5812: Advanced GIS (3)

OR

Economics Concentration (Code: 305E)

Choose 9 s.h. from the list below or from the additional elective options at the end of the program description; other electives may be chosen with approval of the program director.

- ECO 5621: Environmental Economics and Policy (3)
- ECO 5640: International Economic Policy (3)
- ECO 5660: Benefit-Cost Analysis (3)
- ECO 5740: Forecasting and Time Series Models (3)

OR

Interdisciplinary Business (Code: 305G)

(For students concurrently enrolled in MBA and another master's program at Appalachian)

9 s.h. chosen in consultation with the MBA program director; courses will typically be chosen from the other major. In addition, double majors may petition to substitute MBA 5020 International Experience with an additional course from the other major; see the program director for more information. The final programs of study for both majors may not overlap by more than 50%.

OR

International Business Concentration (Code: 305C)

Choose 9 s.h. from the list below or from the additional elective options at the end of the program description; other electives may be chosen with approval of the program director.

- ACC 5230: International Accounting (3)
- ECO 5640: International Economic Policy (3)
- MBA 5020: International Experience (3)
- MBA 5080: Sustainable Business for a Global Economy (3)
- MBA 5720: International Seminar (3)
- MKT 5550: International Marketing (3)

OR

Leading and Managing Human Resources (Code: 305H)

Choose 9 s.h. from the list below or from the additional elective options at the end of the program description; other electives may be chosen with approval of the program director.

**Concentration
(CHOOSE 1)**

- COM/MBA 5311***: Communication in Conflict Management (3)
- MGT 5040: Employment Law (3)
- MGT 5160: Strategic Human Resource Management (3)
- MGT 5660: Staffing (3)
- MGT 5661: Performance Management (3)
- MGT 5671: Training and Development (3)
- MGT 5672: Advanced Organizational Psychology (3)
- MGT 5700: Contemporary Issues in Management and Leadership (3)
- MGT 5770: Business Ethics (3)
- PSY 5070: Organizational Behavior Management (3)

OR

Supply Chain Management (Code: 305I)

MBA 5250: Strategic Sourcing and Logistics Management (3) **AND**
Choose 6 s.h. from the list below or from the additional elective options at the end of the program description; other electives may be chosen with approval of the program director.

- MBA 5680: Six Sigma, Lean and Quality Management (3)
- MBA 5870: Analytical Models for Supply Chain Management (3)
- ECO 5740: Forecasting and Time Series Models (3)

OR

Sustainable Business Concentration (Code: 305D)

Choose 9 s.h. from the list below or from the additional elective options at the end of the program description; other electives may be chosen with approval of the program director.

- ACC/MBA 5240***: Accounting for Sustainable Practice (3)
- ECO 5621: Advanced Environmental Economics (3)
- ECO 5660: Benefit-Cost Analysis (3)
- MBA 5080: Sustainable Business for a Global Economy (3)
- MGT 5770: Business Ethics (3)

**Note: MBA students should seek permission from the MBA director before registering for the non-MBA section of these courses.

Other Requirements for the MBA:

- **Thesis:** Optional
- **Proficiency:** Not required
- **Candidacy:** Required
 - Students must demonstrate knowledge and exposure to international business and culture before completion of the degree program, through approved activities such as short term study abroad, completion of a course with an international theme, international internship, practicum with an international theme, or other activities as approved by the program director.
 - Students must document valid work experience before the completion of the degree program, through approved activities such as business practicum, internship, documented previous work experience, or other activities approved by the program director.

- **Comprehensive:** Not required
- **Product of Learning:** Not required

Additional Elective Options: With approval of the program director, the following courses can count in any concentration provided that the course content fits with the concentration theme.

- MBA 5020: International Experience (3)
- MBA 5060: Executive Seminar (1-3)
- MBA 5500: Independent Study (1-3)
- MBA 5800: Business Practicum (1-6)
- MBA 5900: MBA Internship (1-6)
- MBA 5998: Thesis Preparation (1-3)
- MBA 5999: Thesis (1-6)

Related Course Listings

- [Accounting \(ACC\)](#)
- [Business \(BUS\) and Business administration \(MBA\)](#)
- [Communication \(COM\)](#)
- [Economics \(ECO\)](#)
- [Management \(MGT\)](#)
- [Marketing \(MKT\)](#)

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Graduate Certificate in Business Analytics

Department of Computer Information Systems and Supply
Chain Management
Walker College of Business

Sean McGann, Chair and Professor
McGannST@appstate.edu

www.business.appstate.edu/cis

The Department of Computer Information Systems offers a graduate certificate in Business Analytics (340A/52.1201) and course work at the graduate level in support of the Walker College of Business MBA degree program.

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN BUSINESS ANALYTICS (340A/52.1201)

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); evidence of knowledge in statistics, financial accounting, economics, corporate finance, marketing, and organizational behavior through course work, work experience or completion of the accelerated prerequisite program before taking graduate course work in those subjects.

Location: On Campus

Course Requirements for the Graduate Certificate in Business Analytics (Code: 340A) Total Semester Hours Required (minimum): 15		
Required	<ul style="list-style-type: none">● MBA 5200: Problem Analysis and Quantitative Methods (3)● MBA 5230: Fundamentals of Business Analytics (3)● CIS 5850: Business Analytics Project (3)● Choose 6 s.h. from the following list; electives outside of business require approval of the department offering the course; other course options require permission from the program director.<ul style="list-style-type: none">○ CIS 5630: Data Management (3)	

Courses	<ul style="list-style-type: none"> ○ CIS 5830: Security Privacy and Ethical Issues in Analytics (3) ○ MBA 5870: Analytic Models for Supply Chain Management (3) ○ ECO 5740: Forecasting and Time Series Models (3) ○ CS 5710: Data Mining and Knowledge Discovery in Scientific Data (3) ○ BIO 5777: Biostatistics (4) ○ GHY 5812: Advanced GIS (3) 	15
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Master of Arts in Clinical Mental Health Counseling Graduate Certificate in Addiction Counseling Graduate Certificate in Expressive Arts Therapy

Department of Human Development and Psychological
Counseling
Reich College of Education

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SchwarzeM@appstate.edu

Melia Kizer, Coordinator for Expressive Arts Therapy Certificate and Assistant
Professor
KizerMA@appstate.edu

Christina Rosen, Coordinator for Addiction Counseling Certificate and Associate
Professor
RosenCM@appstate.edu

www.ced.appstate.edu/departments/hpc

The Department of Human Development and Psychological Counseling offers the following
programs in clinical mental health counseling and related areas:

- Master of Arts in Clinical Mental Health Counseling (Major Code: 709/13.1102), with concentrations in
 - Addictions Counseling (709B)
 - Body Centered Therapy (709C)

- **Clinical Mental Health Counseling, General (709D)**
- **Expressive Arts Therapy (709E)**
- **Marriage and Family Counseling (709F)**
- **Graduate Certificate in Addiction Counseling (Major Code: 423A/13.1102)**
- **Graduate Certificate in Expressive Arts Therapy (Major Code: 425A/13.1102)**

In addition, the Department of Human Development and Psychological Counseling offers the Master of Arts in [College Student Development](#), the Master of Arts in [Marriage and Family Therapy](#), and the Master of Arts in [Professional School Counseling](#). These programs are detailed under separate headings in this bulletin. A student proposing to major in any of the degree programs or to seek licensure through the department must be fully admitted as degree seeking.

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

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

The Master of Arts degree in Clinical Mental Health Counseling is designed to meet the need for advanced preparation of counselors and other helping professionals who work in a wide variety of human service agencies (including mental health centers, social service agencies, business and industry and others). In addition to the core curriculum, students can select, in cooperation with their departmental advisor, from a variety of elective courses, which will help meet their individual career objectives. Specialized concentrations are available as listed below including a general concentration for students who choose to design, along with their advisor, their own emphasis.

Accreditation: The master's degree program in Clinical Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body. Graduates are immediately eligible to take the examination of the National Board for Certified Counselors, Inc., to become National Certified Counselors.

Master Of Arts Program Requirements/Options: The basic requirements for the program are listed below. In addition to the curriculum listed under each program, the following items apply:

- A first master's degree in Clinical Mental Health Counseling (non-thesis option) requires completion of a minimum of 60 semester hours of approved courses.
- A thesis option requires a minimum of 50 s.h. of approved course work plus thesis hours (4 s.h.) = 54 s.h. total.
- A second master's degree requires meeting all program course requirements with a minimum of 36 semester hours.
Students in CACREP approved programs in the department must meet for a minimum of 10 clock hours in a planned group activity intended to provide direct experiences as a participant in a small group. This requirement is met during HPC 5790 and/or HPC 6720.
- On an individual basis, students may be required to receive professional counseling to aid them in their personal growth.
- 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.

- Permission forms to take practica and internships are available in the HPC office and must be completed prior to registration.
- The program in Clinical Mental Health Counseling requires the Graduate Record Exam (GRE).

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN ADDICTION COUNSELING

Admission Requirements: Baccalaureate degree from an accredited college or university and working in the mental health related field. Or a master’s degree from a accredited college or university or enrollment in a master’s program in the Department of Human Development and Psychological Counseling; [complete application to the Graduate School](#); a completed Department of Human Development and Psychological Counseling questionnaire.

Location: On Campus

Course Requirements for the Graduate Certificate in Addiction Counseling (Code: 423A) Total Semester Hours Required (minimum): 12		
Required Courses	<ul style="list-style-type: none"> • HPC 5560: The Addictive Process (3) • HPC 5570: Counseling the Addicted Person (3) • HPC 6570: The Appalachian Addictions Institute (3-6) • Choose one of the following courses <ul style="list-style-type: none"> ◦ HPC 5274: Substance Abuse in Family Systems (3) ◦ HPC 5710: Helping the Troubled Employee (3) ◦ HPC 6770: Current Issues and Special Populations in Addictions Counseling (3) 	12

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN EXPRESSIVE ARTS THERAPY

Admission Requirements: Master’s degree in mental health care or arts therapy field from a professionally accredited college or university or enrollment in a master’s program in the Department of Human Development and Psychological Counseling; [complete application to the Graduate School](#); completed Department of Human Development and Psychological Counseling questionnaire.

Location: On Campus

Course Requirements for the Graduate Certificate in Expressive Arts Therapy (Code: 425A) Total Semester Hours Required (minimum): 18		

Required Courses	<ul style="list-style-type: none"> ● HPC 6360: Therapy and the Expressive Arts (3) ● HPC 6370: Intermodal Expressive Arts (3) ● HPC 6390: Current Issues in Expressive Arts Therapy (3) ● Choose 9 s.h. from the following courses (or other courses as approved by the Advisor) <ul style="list-style-type: none"> ○ DAN 5460: Somatics (3) ○ HPC 5860: Dreamwork: Clinical Methods (3) ○ HPC 5900: Practicum in Counseling (with a focus on expressive arts) (1-9) ○ HPC 6160: Gestalt Therapy (3) ○ HPC 6350: Body/Mind (3) ○ HPC 6900: Internship (with a focus on expressive arts) (1-18) ○ MUS 5006: Philosophy of Music (3) ○ MUS 5060: Guided Imagery and Music, Level 1 (3) 	18
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PROGRAM OF STUDY FOR THE MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; a completed Department of Human Development and Psychological Counseling questionnaire.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus

Course Requirements for the Master of Arts in Clinical Mental Health Counseling : Total Semester Hours Required (minimum): 54 (THESIS) or 60		
Required Courses	<ul style="list-style-type: none"> ● RES 5000: Research Methods (3) ● HPC 5110: Multicultural Counseling (3) ● HPC 5120: Introduction to Clinical Mental Health Counseling (3) ● HPC 5140: Psychological and Educational Testing (3) ● HPC 5210: Life and Career Planning (3) ● HPC 5220: Counseling Theory and Techniques (3) ● HPC 5272: Individual and Family Development (3) ● HPC 5752: Legal and Ethical Issues in Clinical Mental Health Counseling (3) ● HPC 5790: Group Methods and Processes (3) ● HPC 5900: Practicum in Counseling (3) ● HPC 6120: Developmental Assessment and Diagnosis in Clinical Mental Health Counseling (3) ● HPC 6900: Internship in Clinical Mental Health Counseling (designed to meet objectives for the chosen concentration) (6) 	39

Addictions Counseling Concentration (Code: 709B)

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.

- HPC 5560: The Addictive Process (3)
- HPC 5570: Counseling the Addicted Person (3)
- Choose one of the following courses
 - 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)

OR

Body Centered Therapy Concentration (Code: 709C)

- HPC 5870: Creative Process, Movement and Therapy (3)
- HPC 6350: Body/Mind (3)
- HPC 6355: Mindfulness Based Counseling (3)

OR

Clinical Mental Health Counseling, General Concentration (709D):

This is a specialized concentration that is available for students who choose to design, along with their graduate advisor, their own emphasis in clinical mental health counseling. An individualized emphasis may be designed around a student's specific interest.

- 9 s.h. of graduate electives (SEE ELECTIVES LIST BELOW*)

OR

Expressive Arts Therapy Concentration (Code: 709E)

- HPC 6360: Therapy and the Expressive Arts (3)
- HPC 6370: Intermodal Expressive Arts (3)
- HPC 6390: Current Issues in Expressive Arts Therapy (3)

OR

Marriage and Family Counseling Concentration (Code: 709F)

The Marriage and Family Counseling concentration is not designed to meet clinical membership requirements of the American Association for Marriage and Family Therapy (AAMFT) or licensure in North Carolina as a marriage and family therapist. The program designed to meet these requirements is described in the bulletin under Marriage and Family Therapy.

- HPC 5270: Theories of Marriage and Family Therapy I (3)
- Choose two of the following courses
 - HPC 5271: Theories of Marriage and Family Therapy II (3)
 - HPC 5273: Mediation and Divorce Therapy (3)

**Concentration
(CHOOSE
ONE)**

	<ul style="list-style-type: none"> ○ HPC 5274: Substance Abuse in Family Systems (3) ○ HPC 5275: Systemic Family Therapy Institute (3) ○ HPC 6270: Marriage and Family Counseling: Clinical Issues (3) ○ HPC 6271: Theories of Marriage and Family Therapy III (3) ○ HPC 6710: Human Sexuality (3) ○ HPC 6730: Sexual Abuse Counseling (3) 	
Thesis Option (CHOOSE ONE)	<p>With Thesis (6 s.h.)</p> <ul style="list-style-type: none"> ● HPC 5999: Thesis (4) ● 2 s.h. of graduate electives (SEE ELECTIVES LIST BELOW*) <p>OR</p> <p>Without Thesis (12 s.h.)</p> <ul style="list-style-type: none"> ● 12 s.h. of graduate electives (SEE ELECTIVES LIST BELOW*) 	6 or 12

Other Requirements for the MA in Clinical Mental Health Counseling (all Concentrations):

- **Thesis:** Optional
- **Proficiency:** Not required
- **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive:** Required; students should take the required courses (excluding the Internship) prior to taking the comprehensive exam
- **Product of Learning:** Not required

***LIST OF SUGGESTED ELECTIVES:**

The total number of elective hours depends on the selected concentration above. Students may take other graduate courses as electives (with the advice and the approval of the student's graduate advisor) provided that: a) they have taken any necessary prerequisite for the course, and b) the course is consistent with the student's interests and career goals. The following suggested electives are seen as being particularly relevant for a "typical" student.

- DAN 5460: Somatics (3)
- HPC 5130: Women's Issues in Counseling (3)
- HPC 5680: Counseling the Aging (3)
- HPC 5850: Theory and Practice of Reality Therapy (3)
- HPC 5860: Dreamwork: Clinical Methods (3)
- HPC 5870: Creative Process, Movement and Therapy (3)
- HPC 6160: Gestalt Therapy (3)
- HPC 6340: Ecotherapy(3)
- HPC 6350: Body/Mind (3)
- HPC 6355: Mindfulness Based Counseling (3)
- HPC 6360: Therapy and the Expressive Arts (3)

- HPC 6365: Expressive Arts Summer Institute (3-9)
- HPC 6366: EXA Child/Adolescents (3-6)
- HPC 6370: Intermodal Expressive Arts (3)
- HPC 6380: Therapeutic Writing (3)
- HPC 6730: Sexual Abuse Counseling (3)
- MUS 5006: philosophy of Music (3)
- MUS 5060: Guided Imagery and Music, Level 1 (3)
- PSY 5565: Adolescent Psychology (3)

Reminders for ALL concentrations in the M.A. degree in Clinical Mental Health Counseling:

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

Program of Study: It is the student’s responsibility to develop a written plan of study with her/his advisor after completing 9 hours. In planning this program, students should take the required courses (excluding Internship) prior to taking the comprehensive exam.

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.

Students should preregister to insure their places in the courses they select.

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.

Related Course Listings

- [Anthropology \(ANT\)](#)
- [Dance \(DAN\)](#)
- [Human Development and Psychological Counseling \(HPC\)](#)
- [Music \(MUS\)](#)
- [Psychology \(PSY\)](#)

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Master of Arts in College Student Development

Department of Human Development and Psychological
Counseling
Reich College of Education

Leroy Baruth, Chair and Professor
BaruthLG@appstate.edu

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

www.ced.appstate.edu/departments/hpc

The Department of Human Development and Psychological Counseling offers the Master of Arts in College Student Development (Major Code: 496*/13.1102), with concentrations in:

- College Outdoor Program Administration (496D)
- Student Affairs Practice (496C)

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

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

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

The College Student Development program is designed to prepare student development specialists to work in a variety of areas (residence life, career development, student activities, leadership, academic

advising, etc.) within colleges and universities.

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

Accreditation: The program in College Student Development (Student Affairs Practice concentration) is designed to meet the curriculum guidelines of the Council for the Advancement of Standards in Higher Education (CAS).

Master of Arts Program Requirements/Options: The basic requirements for the program are listed below. In addition to the curriculum listed under each program, the following items apply:

- A first master's degree in College Student Development (non-thesis option) requires completion of a minimum of 48 semester hours of approved courses.
- A thesis option requires a minimum of 38 semester hours of approved course work plus thesis hours (4 s.h.) = 42 s.h.
- A second master's degree requires meeting all program course requirements with a minimum of 36 semester hours.
- On an individual basis, students may be required to receive professional counseling to aid them in their personal growth.
- 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.
- Permission forms to take practica and internships are available in the HPC office and must be completed prior to registration.
- Applicants for programs in 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.

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN COLLEGE STUDENT DEVELOPMENT

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; a completed Department of Human Development and Psychological Counseling questionnaire; an interview.

Student Development Assistantships: Applicants should complete the division of student development's assistantship application: <http://assistantships.appstate.edu>.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus

Course Requirements for the Master of Arts in College Student Development
Total Semester Hours Required (minimum): 48 (without thesis)

<p>Required Courses</p>	<p>Prerequisites: Students should pay particular attention to the prerequisites listed in each course description; the curriculum is carefully structured to ensure that students have the necessary prerequisite knowledge before enrolling courses.</p> <ul style="list-style-type: none"> ● HPC 5190: Helping Skills in Student Affairs Practice (3) ● HPC 5340: Research in College Student Development and Student Affairs Practice (3) ● HPC 5380: College Students and Their Environments (3) ● HPC 5410: Introduction to Student Affairs (3) ● HPC 5751: Ethics and Law in Professional Practice (3) ● HPC 5790: Group Methods and Processes (3) ● HPC 5820: College Student Development Theories I (3) ● HPC 5821: College Student Development Theories II (3) 	<p>24</p>
<p>Concentration (CHOOSE ONE)</p>	<p>Each student must select one of the following concentrations. Additional courses may be required by the student's program committee as part of, or in addition to, the listed requirements and electives. The required internship (HPC 6900) will be designed to meet objectives within the chosen concentration. Prerequisites for the internship are the designated courses listed under each concentration and approval of the departmental chair. Practicum/Internship request forms are available in the HPC office and must be completed and approved prior to registration.</p> <p>College Outdoor Program Administration Concentration (Code: 496D)</p> <ul style="list-style-type: none"> ● HPC 5440: Student Affairs and the Great Outdoors (3) ● HPC 6330: Assessment and Program Evaluation in Student Affairs (3) ● HPC 6410: Student Development Administration (3) ● HPC 6900: Internship in College Student Development (6) ● 9 s.h. of graduate electives <p>Students with no previous outdoor programs experience must take HPC 5900, Practicum in College Student Development, or HPC 5460, Professional Practice in College Student Development, as one of their electives. Students may take other approved graduate level courses from a wide range of courses in this or other departments as electives provided that they have taken any necessary prerequisite and the course is consistent with the student's interests and career goals and approved by their advisor.</p> <p>Students will be required to complete the following before graduation: Wilderness First Responder.</p>	<p>24</p>

OR

Student Affairs Practice Concentration (Code: 496C)

- HPC 6330: Assessment and Program Evaluation in Student Affairs (3)
- HPC 6410: Student Development Administration (3)
- HPC 6900: Internship in College Student Development (6)
- 12 s.h. of graduate electives

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

Other Requirements for the MA in College Student Development:

- **Thesis:** Not required
- **Proficiency:** Not required
- **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive:** Portfolio of Learning Required; students must take the required courses for the degree (excluding internship) and submit a final portfolio certifying completion of all point totals for the Portfolio, prior to presenting a final defense to the Faculty and Student Affairs professional.
- **Product of Learning:** Not required

Related Course Listings

- [Human Development and Psychological Counseling \(HPC\)](#)

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Master of Science in Computer Science

Department of Computer Science
College of Arts and Sciences

James Wilkes, Chair and Professor
WilkesJT@appstate.edu

James Fenwick, Jr., Graduate Program Director and Associate Professor
FenwickJB@appstate.edu

www.cs.appstate.edu

The Department of Computer Science offers a Master of Science degree in Computer Science (224A/11/0701).

The Computer Science MS program is for students who would like to advance beyond the undergraduate level of professional competence or to prepare for future doctoral study. The curriculum includes a balance between theory and applications and is built around a core of required courses in the basic areas of computer science. Through an appropriate selection of elective courses and thesis topics, students may choose either a theory emphasis or an applications emphasis. The program normally can be completed in two years with the appropriate undergraduate education or work experience.

PROGRAM OF STUDY FOR THE MASTER OF SCIENCE IN COMPUTER SCIENCE

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; undergraduate course work in: Advanced programming in a high-level language; Discrete mathematics; Introductory theoretical computer science; Data structures; Assembly language; Computer architecture; Calculus (two semesters); Matrix or linear algebra; Calculus-based probability and/or statistics.

To be considered for admission, applicants must meet or exceed the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus



Course Requirements for the Master of Science in Computer Science (Code: 224A)
Semester Hours Required (minimum): 30 (THESIS) or 36

Required Courses	<ul style="list-style-type: none"> • CS 5100: Seminar in Computer Science (1) • CS 5110: Design and Analysis of Algorithms (3) • CS 5483: Computer Architecture (3) • CS 5520: Operating Systems (4) • CS 5666: Software Engineering (3) 	14
Thesis Option (CHOOSE ONE)	<p>With Thesis (6 s.h.)</p> <ul style="list-style-type: none"> • CS 5999: Thesis (6) <p>OR</p> <p>Without Thesis (12 s.h.)</p> <ul style="list-style-type: none"> • CS 5800: Project (3) • 9 s.h. of approved graduate electives 	6 or 12
Electives	<ul style="list-style-type: none"> • 10 s.h. of approved graduate electives 	10

Other Requirements for the MS in Computer Science:

- **Thesis:** Optional
- **Proficiency:** Not required
- **Candidacy:** Required for thesis option; awarded upon approval of thesis committee and prospectus
- **Comprehensive:** A grade of B- or less in any of the required courses listed above requires passing a separately administered examination for the course; an oral defense of the thesis or project is also required
- **Product of Learning:** Not required

Related Course Listings

- [Computer Science \(CS\)](#)

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Master of Arts, Curriculum Specialist

Department of Curriculum and Instruction
Reich College of Education

Susan Colby, Interim Chair and Professor
ColbySA@appstate.edu

Sara Zimmerman, Graduate Program Director and Professor
ZimmermnSJ@appstate.edu

currspec.appstate.edu

The Department of Curriculum and Instruction offers the Master of Arts, Curriculum Specialist (Major Code: 416A/13.0301)[T].

The program seeks to prepare Curriculum-Instructional Specialists who demonstrate knowledge of:

- The purposes and roles of schooling;
- The basic structure, organization and philosophical theories of school supervision;
- Principles of management and supervision;
- Principles and practices of personnel performance appraisal;
- Educational planning in relation to design, implementation, and evaluation of instructional systems;
- Leadership roles and responsibilities;
- The key role of human relations in instructional leadership;
- Leadership in the effective utilization of knowledge generated by specialists in improving instructional programs;
- Effective supervisory practices; and,
- Curriculum planning and development.

The program also seeks to prepare candidates who demonstrate their abilities to:

- Provide leadership in the implementation of instructional programs;
- Work harmoniously and effectively with people from a wide variety of backgrounds;
- Employ sound planning practices; and
- Provide instructional leadership in a variety of settings while assisting teachers, administrators and other professional personnel.

Location of Program: This program is offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started periodically, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Distance Education: <http://www.distance.appstate.edu>.

PROGRAM OF STUDY FOR THE MASTER OF ARTS, CURRICULUM SPECIALIST

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE or MAT exam scores; North Carolina “A” license or the equivalent from another state.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Course Requirements for the Master of Arts – Curriculum Specialist (Code: 416A) Semester Hours Required (minimum): 39		
Required Courses	<ul style="list-style-type: none"> ● CI/SPE 5045: Advanced Topics in Diversity (3) ● CI 5050: Supervision of Instruction (3) ● CI 5055: Connecting Learners and Subject Matter (3) ● CI 5060: Curriculum Planning (3) ● CI 5525: Product of Learning (1-3) ● CI/LSA 5585: Teacher Leadership and School Improvement (3) ● LSA 5010: Public School Administration (3) ● RES 5000: Research Methods (3) ● Choose one course from the three below: <ul style="list-style-type: none"> ○ CI 5591: Advanced Curriculum Design in Elementary Education (3) ○ CI 5850: Middle School Curriculum (3) ○ Other Approved Curriculum Class (3) ● Choose one course from the two below: <ul style="list-style-type: none"> ○ CI 5900: Internship/Practicum (3) ○ LSA 5900: School Administration and Supervision Internship/Practicum (3) ● Choose one course from the two below: <ul style="list-style-type: none"> ○ CI/RE/RES/SPE 5040: Teacher as Researcher (3) ○ RES 5560: Classroom Assessment (3) ● Choose one course from the two below: <ul style="list-style-type: none"> ○ CI 5630: Instructional Technology (3) ○ ITC 5220: Digital Technologies in Education (3) 	34 to 36

Electives	<ul style="list-style-type: none"> • 3-5 s.h. of graduate courses to be selected with the advice and approval of the graduate advisor 	3 to 5
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Other Requirements for the MA – Curriculum Specialist:

- **Thesis:** Not required
- **Proficiency:** Not required
- **Candidacy:** Not required
- **Comprehensive:** Not required
- **Product of Learning:** Required

For Additional Information: Please visit the following website: <http://currspec.appstate.edu/>

Related Course Listings

- [Curriculum and Instruction \(CI\)](#)
- [Instructional Technology Computers \(ITC\), Leadership and School Administration \(LSA\), and Research \(RES\)](#)
- [Reading Education \(RE\) and Special Education \(SPE\)](#)

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Doctorate in Educational Leadership

Reich College of Education

Vachel Miller, Interim Program Director and Associate Professor
MillerVW@appstate.edu

ced.appstate.edu/departments/edl

The Reich College of Education offers the Doctor of Education (Ed.D.) in Educational Leadership (Major Code: 702*/13.0401) with four concentrations:

- Educational Administration (702D)
- Educational Leadership, General (702C)
- Higher Education (702F)
- Reading and Literacy (702E)

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:
- to introduce students to the methodologies of critical analysis of educational theory and practices;
- to engage students in disciplined inquiry in the field of education;
- to prepare students for making contributions to educational theory and practice; and,
- to prepare students to become leaders in the diverse world in which educational institutions exist.

The program requires a minimum of 60 semester hours beyond the student's master's degree. All students must take at least 48 semester hours of doctoral coursework (or a combination of doctoral coursework and approved Ed.S. courses), which includes: 36 s.h. of required core courses; two semesters of EDL 7900, Internship (3+3) to total 6 s.h.; and two consecutive semesters of EDL 7999, Dissertation (3+3) for a minimum of 6 s.h. The 12 semester hours in each concentration will be chosen by the student in consultation with an advisor and/or the Program Director. The 12 semester hours in the concentrations may be comprised of required courses for licensure, a set of related graduate-level courses, or a set of approved interdisciplinary courses.

Students who hold the Education Specialist from Appalachian: Students who hold an earned Ed.S. degree from Appalachian State University may be exempt from 18 to 30 semester hours of credit. The exemption is **not** automatic. Specific Ed.S. coursework that might substitute for doctoral coursework

will be identified after evaluation of eligible courses by the Program Director or major advisor. All other degree requirements remain in effect. For further information on exemptions, contact the program director.

Qualifying Exam: The Qualifying Exam is required after the student has completed the 36 semester hours of required course work. The purpose of the Qualifying Examination is to enable students to continue the process that leads to the dissertation stage of the program.

Admission to Candidacy: Admission to candidacy to the Doctoral Program in Educational Leadership occurs only after successful completion of the Qualifying Exam and Dissertation Proposal. Students may not begin dissertation research until admission to candidacy is approved.

Location of Program: This program is offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started periodically, require that the applicants hold the Ed.S from Appalachian, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Distance Education: <http://www.distance.appstate.edu>.

PROGRAM OF STUDY FOR THE DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Admission Requirements: Master's degree* from an accredited college or university or the Education Specialist from Appalachian; [complete application to the Graduate School](#); official general GRE exam scores; a letter of application including reasons for the applicant's interest in the program. Applicants should arrange an interview with the Program Director in advance of submitting their completed application.

* Applicants for the Educational Administration concentration must hold a Master of School Administration from an accredited college or university or the Education Specialist degree in Educational Administration from Appalachian; and hold or be eligible to hold a current NC superintendent's license. Applicants who are not eligible to hold superintendent's licensure, but do hold one or more degrees leading to licensure in the public schools may either:

- Apply for a Master's Degree in School Administration and then apply for the Doctoral Program upon receipt of the MSA, or
- Have transcripts reviewed by the MSA coordinator. Courses needed to meet principal licensure requirements will be identified by the MSA program coordinator and will be taken in addition to, or as electives in, the Ed.D. program and will be listed in the Ed.D. program of study. The courses identified must be completed along with the required doctoral program courses to be eligible for licensure recommendation as a principal and superintendent upon completion of the Ed.D. degree.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). In addition, the program faculty will give preference to applicants who meet or exceed the following: GRE Writing test score of 4.0 or higher.

Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Course Requirements for the Doctor of Education in Educational Leadership
Semester Hours Required (minimum): 60

<p>Required Courses</p>	<ul style="list-style-type: none"> ● EDL 7011: Multi-Disciplinary Seminar on Emerging Issues I (3) ● EDL 7012: Multi-Disciplinary Seminar on Emerging Issues II (3) ● EDL 7020: Organizational and Systems Theory (3) ● EDL 7025: Leadership in Organizations (3) ● EDL 7030: Concepts and Constructs in Curriculum and Instruction (3) ● EDL 7040: Educational Organizations and Technology (3) ● EDL 7065: Writing for the Professional Educator (3) ● EDL 7099: Professional Seminar (1+1+1=3) ● EDL 7110: Survey of Research Methodologies in Education (3) ● EDL 7160: Qualitative Research Methods (3) ● EDL 7165: Quantitative Approaches in Non-Experimental Studies (3) ● Select one of the courses below with advice and approval of an advisor: <ul style="list-style-type: none"> ○ EDL 7150: Inferential Statistics (3) ○ EDL 7180: Advanced Qualitative Research in Education (3) 	<p>36</p>
<p>Dissertation</p>	<p>Students are required to register for 3 s.h. of Dissertation for two consecutive semesters, followed by at least 1 s.h. for every semester thereafter until the dissertation is completed. (See index for policy on completion of thesis/dissertation.)</p> <ul style="list-style-type: none"> ● EDL 7999: Dissertation (6) -- minimum 	<p>6</p>
	<p>Educational Administration Concentration (Code: 702D) 3 or 6 s.h. of EDL 7900: Internship</p> <p>and</p> <p>12 s.h. of coursework related to school administration. Approval of the plan of study is required from the school administration coordinator and the doctoral program director. Students seeking principal licensure must complete the coursework required to meet current NC Principal Licensure standards. Students seeking superintendent licensure must hold principal licensure and complete the coursework required to meet current NC superintendent licensure standards.</p> <p>OR</p> <p>Educational Leadership, General Concentration (Code: 702C) 3 or 6 s.h. of EDL 7900: Internship</p> <p>and</p> <p>Select 12 or 15 s.h. from the following courses or other doctoral and graduate level courses with approval of the Doctoral Program Director.</p> <ul style="list-style-type: none"> ● EDL 7050: School Finance and Business Administration (3) ● EDL 7120: Advanced Tests and Measurements (3) ● EDL 7130: Multivariate Statistics (3) ● EDL 7170: Program Evaluation and Policy Analysis (3) 	

Concentration (CHOOSE ONE)	<ul style="list-style-type: none"> • EDL 7190: Research Design in Education (3) • EDL 7500: Independent Study (Students are limited to 6 s.h.) <p>OR</p> <p>Higher Education Concentration (Code: 702F) 3 or 6 s.h. of EDL 7900: Internship and Select 12 or 15 s.h. from the following courses or other doctoral and graduate level courses with approval of the Doctoral Program Director.</p> <ul style="list-style-type: none"> • HE 6090: Seminar in Adult and Developmental Education (3) • HE 6310: Critical Issues in Adult and Developmental Education (3) • HE 6320: Institutional Effectiveness (3) • HE 6330: Organizing for Learning and Diversity (3) • HE 6340: Policy Analysis in Higher Education (3) • HE 6350: Leading Organizational Change in Higher Education (3) • HE 6370: Designing Culturally Responsive Learning Environments (3) • HE 6840: Personnel Policy and Practice in Higher Education (3) 	18
	<p>OR</p> <p>Reading and Literacy Concentration (Code: 702E) 3 or 6 s.h. of EDL 7900: Internship and Select 12 or 15 s.h. from the following courses or other doctoral and graduate level courses with approval of the Doctoral Program Director.</p> <ul style="list-style-type: none"> • RE 6120: Psychological Processes in Reading (3) • RE 6568: Language and Linguistics in Reading (3) • RE 6735: Severe Reading Disability (3) • RE 6731: Advanced Issues in Literacy and Learning (3) • RE 7570: Administering Reading/Language Arts Programs: The Research Base (3) • RE 7710: Improving Reading/Language Arts Instruction in the Schools: Problem-Solving Seminar for Administrators (3) 	

Other Requirements for the EdD in Educational Leadership (all Concentrations):

- Dissertation: Required
- Proficiency: None required
- Candidacy: Required
- Qualifying Exam: Required
- Product of Learning: None required

NOTES:

- As required by UNC Board of Governors policy, doctoral students must remain enrolled in at least one hour each Fall and Spring semester until graduation once 6 dissertation semester hours are completed.
- Students with an Appalachian State University EdS degree in Educational Administration or

Higher Education earned within 5 years of admission are waived from completing coursework for a concentration.

- The internship is typically a one- or two-semester experience under the co-sponsorship of an appropriate educational agency and the Doctoral Program. The student will engage in activities designed to bring together the relationship of theory and practice associated with the student's intended concentration. Students may substitute 3 s.h. of internship for an additional 3 s.h. of elective courses with approval of the Program Director.

Related Course Listings

- [Educational Leadership \(EDL\)](#)
- [Higher Education \(HE\)](#)
- [Reading Education \(RE\)](#)



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Master of Arts in Educational Media – Instructional Technology Specialist/Computers

Department of Leadership and Educational Studies
Reich College of Education

Robert Sanders, Chair and Associate Professor
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Amelia Cheney, Program Coordinator and Associate Professor
CheneyAL@appstate.edu

www.ced.appstate.edu/departments/les

The Department of Leadership and Educational Studies offers the Master of Arts in Educational Media (Major Code: 437*/13.0501), with two concentrations:

- Instructional Technology Specialist/Computers (437D)[T]
- Instructional Technology Specialist/Computers, General (437E)

In addition, the Department of Curriculum and Instruction offers [other concentrations in the MA degree](#), which are described in the next section of this bulletin:

- Instructional Technology Specialist/Media Literacy (434G)
- Instructional Technology Specialist/Media Production (434F)
- Instructional Technology Specialist/New Media and Global Education (434H)

The Department of Leadership and Educational Studies also offers graduate programs in [Higher Education](#), [Library Science](#), and [School Administration](#). These programs are detailed under separate headings in this bulletin.

The Department of Leadership and Educational Studies serves the education community and the public through:

- foundations of education courses for teacher education majors
- research courses to help students develop skills and knowledge needed to understand the design, implementation, and evaluation of educational research
- graduate programs in public school administration; community college and higher education

administration, teaching, developmental education and adult education; library science; and educational media/instructional technology

The Master of Arts in Educational Media provides an innovative blending of learning opportunities in the design, production, application, and evaluation of a broad range of media and technology. Students are encouraged to pursue work in both traditional and emerging technologies related to all aspects of educational media. Graduates of the program will be prepared to assume leadership roles in various fields of media and technology. The range of possibilities for students in the five concentrations includes the study of multimedia systems, educational computing, video production, photography, digital image acquisition and manipulation, as well as media literacy, instructional design, and telecommunications systems. The Instructional Technology Specialist/Computers concentration offers North Carolina Advanced Licensure in Computers (077).

A NC Endorsement in Computer Education/Technology Facilitator (079) based on 18 s.h. of appropriate credit in computer education is available (No licensure is issued in computer education.). This endorsement is limited to teaching assignments and can only be added to existing teaching areas. Unlike most other endorsements, it is not limited to less than half-time teaching assignments, and it can be issued at the graduate level if the licensure holder has earned the Master of Arts in Educational Media with a concentration in Instructional Technology Specialist/ Computers.

General Information for all Students: A student working toward a degree and/or licensure in the Department of Leadership and Educational Studies must develop her/his Program of Study in consultation with an approved advisor. Degree students taking courses without being officially assigned an advisor and receiving the advisor's approval do so at the risk of not having the courses approved as part of the degree program.

All electives must be approved by the student's advisor in all programs. Students pursuing or holding graduate degrees in other departments, and also seeking administration and supervision licensure, must take the necessary courses and internship prescribed by the Department of Leadership and Educational Studies.

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN EDUCATIONAL MEDIA

Admission Requirements: Baccalaureate degree* from an accredited college or university; [complete application to the Graduate School](#); official general GRE or MAT exam scores; other evidence may be requested: personal interview; previous professional training; professional goals; prior success in teaching, computer technology, or related fields; commitment to engage in graduate education.

*Applicants Seeking Licensure (437D Concentration): North Carolina "A" license or the equivalent from another state is required.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: Off-Campus cohorts begin periodically, and follow a part-time extended format.

Course Requirements for the Master of Arts in Educational Media
Semester Hours Required (minimum): 36

Required Courses	<ul style="list-style-type: none"> ● ITC 5220: Digital Technologies in Education (3) ● Choose one research course from the following <ul style="list-style-type: none"> ○ RES 5000: Research Methods (3) ○ CI/RE/RES/SPE 5040: Teacher as Researcher (3) 	6
Concentration (CHOOSE ONE)	<p>Instructional Technology Specialist/Computers Concentration (Code: 437D) This concentration leads to North Carolina Licensure (077) and North Carolina endorsement in Computer Education/Technology Facilitator (079).</p> <p>+Advanced Licensure: Requirements for this concentration were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.</p> <ul style="list-style-type: none"> ● CI/LSA 5585: Teacher Leadership and School Improvement (3) ● ITC 5240: Designing Instruction for Digital-Age Learners (3) ● ITC 5260: Promoting 21st Century Literacies (3) ● ITC 5330: Utilizing Networking and Communications Technologies for Learning (3) ● ITC 5350: Technology Policy and Law (3) ● ITC 5440: Digital Learning Environments in a Changing Society (3) ● ITC 5550: Using Digital Technologies to Facilitate Systemic Improvement (3) ● ITC 5620: Vision and Strategies for Integration of Digital Technologies (3) ● ITC 5720: Planning for Instructional Technology (3) ● Select one of the following in consultation with advisor: <ul style="list-style-type: none"> ○ ITC 5900: Internship in Educational Computing (3) ○ ITC 5910: Applications of Digital Technologies (3) <p>OR</p> <p>Instructional Technology Specialist/Computers, General Concentration (Code: 437E) This concentration does not lead to licensure or endorsement.</p> <ul style="list-style-type: none"> ● 30 s.h. of graduate study, concentrated in Computer Science (CS) and Instructional Technology (ITC), will be developed with the advice and approval of the graduate advisor. 	30

Other Requirements for the MA in Educational Media (Both Concentrations):

- **Thesis:** Not required
- **Proficiency:** Not required
- **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive:** Oral and Written Exams in the licensure concentration; Oral and/or Portfolio

Review in the general concentration

- **Product of Learning:** Required only in the licensure concentration

Related Course Listings

- [Curriculum and Instruction \(CI\)](#)
- [Instructional Technology/Computers \(ITC\), Leadership and School Administration \(LSA\), and Research \(RES\)](#)
- [Reading \(RE\) and Special Education \(SPE\)](#)



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Master of Arts in Educational Media Graduate Certificate in Educational Media/Instructional Technology: Web-Based Distance Learning Graduate Certificate in Media Literacy

**Department of Curriculum and Instruction
Reich College of Education**

**Susan Colby, Interim Chair and Professor
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concentration, Certificate Coordinator for Media Literacy, and Assistant
Professor
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**Theresa Redmond, Graduate Program Co-Director for Media Literacy
concentration, Certificate Coordinator for Media Literacy, and Assistant
Professor
RedmondTA@appstate.edu**

**The Department of Curriculum and Instruction offers the following graduate programs in
Educational Media and related topics:**

- **Master of Arts in Educational Media (Major Code: 434*/13.0501), with three concentrations:**

- **Instructional Technology Specialist/Media Literacy (434G)**
- **Instructional Technology Specialist/Media Production (434F)** - not accepting applications
- **Instructional Technology Specialist/New Media and Global Education (434H)**
- **Graduate Certificate in Educational Media/Instructional Technology: Web-Based Distance Learning (419A/13.0501)**
- **Graduate Certificate in Media Literacy (424A/13.0501)**

The Department of Leadership and Educational Studies offers [other concentrations in the MA degree](#), which are described in the previous section of this bulletin:

- Instructional Technology Specialist/Computers (437D)[T]
- Instructional Technology Specialist/Computers, General (437E)

The Master of Arts in Educational Media is housed jointly in the Department of Curriculum and Instruction and the Department of Leadership and Educational Studies. The program provides an innovative blend of learning opportunities in the design, production, application, and evaluation of a broad range of technology and media. Students are encouraged to pursue work in both traditional and emerging technologies related to all aspects of educational media. Graduates of the program will be prepared to assume leadership roles in various fields of media and technology.

The **Media Literacy concentration** develops the technical and intellectual skills to successfully utilize and critique traditional and emerging mass media formats and information technologies. Particular emphasis is placed upon the impact and influence of media content and format on school and society, students and citizens. Attention is also given to issues of media ownership and media audiences. Graduates of the program will be prepared to foster media literacy initiatives, projects and curriculum development in a variety of educational settings. This concentration does not lead to North Carolina licensure.

The completely online **New Media and Global Education** concentration offers students the opportunity to gain technical, aesthetic, and intellectual skills and perspectives to analyze and develop online environments utilizing the new media. The program of study engages the learner in constructivist learning environments and global learning communities. Emphasis is placed upon cultural diversity and the analysis of new media environments from a global perspective. Particular emphasis is placed upon the analysis of new media in light of educational, cultural and social forces within a digital global network. This concentration does not lead to North Carolina Licensure. The program seeks to develop creative professionals who:

- Have developed a conceptual and functional understanding of new media, the Internet and global education as it relates to its emerging role in education, training, and faculty/staff development;
- Have developed production skills in the development of Internet resources and distance education programs;
- Are skilled in the instructional design process;
- Are sensitive and aware of various cultural and pedagogical issues related to the Internet, education, training, and globalization;
- Provide leadership to educational environments concerning the new media and global education at all levels; and
- Have a theoretical grounding for educational technology and its history and role in education.

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN EDUCATIONAL MEDIA INSTRUCTIONAL TECHNOLOGY: WEB-BASED

DISTANCE LEARNING

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#).

Location: On Line

Course Requirements for the Graduate Certificate in Educational Media Instructional Technology: Web-based Distance Learning (Code: 419A) Semester Hours Required (minimum): 15		
Required Courses	<ul style="list-style-type: none">• CI 5643: Advanced Production and Portfolio (3)• 12 s.h. of approved graduate electives chosen in consultation with an advisor; suggested electives include but are not limited to:<ul style="list-style-type: none">◦ CI 5552: Advanced Video Production (3)◦ CI 5630: Instructional Technology (3)◦ CI 5921: Instructional Design (3)◦ CI 5930: Instructional Graphics (3)◦ CI 5530: Selected Topics (1-4)◦ ITC 5320: Telecommunications Technology in Education (3)◦ ITC 5420: Hypermedia in Instruction (3)	15

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN MEDIA LITERACY

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#).

Location: On Campus

Course Requirements for the Graduate Certificate in Media Literacy (Code: 424A) Semester Hours Required (minimum): 18		
Required Courses	<ul style="list-style-type: none">• CI 5630: Instructional Technology (3)• CI 5810: Introduction to Sight and Sound (3)• CI 5830: Media Literacy (3)• CI 5940: Media: Image and Influence (3)• 6 s.h. of approved graduate electives emphasizing media design/production; suggested:<ul style="list-style-type: none">◦ CI 5825: Non-fiction Film and Video (3)◦ CI 5642: Introduction to Web Page Design and Development for	18

- | | | |
|--|--|--|
| | Education (3) <ul style="list-style-type: none"> o CI 5740: Photography and Digital Imaging (3) | |
|--|--|--|

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN EDUCATIONAL MEDIA

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE or MAT exam scores.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus

Course Requirements for the Master of Arts in Educational Media (Code: 434*) Semester Hours Required (minimum): 36		
Required Courses	<ul style="list-style-type: none"> • CI 5630: Instructional Technology (3) • CI 5643: Advanced Production and Portfolio (3) • RES 5000: Research Methods (3) 	9
Concentration (CHOOSE ONE)	<p>IT Specialist/Media Literacy Concentration (Code: 434G)</p> <ul style="list-style-type: none"> • CI 5635: Media Literacy and Program Development (3) • CI 5810: Introduction to Sight and Sound (3) • CI 5830: Media Literacy (3) • CI 5940: Media: Image, Influence, and Identity (3) • 6 to 12 s.h. of design and production courses. Suggested: <ul style="list-style-type: none"> o CI 5200: Multi-Media/Image Production (3) o CI 5642: Intro to Web Page Design and Development for Education (3) o CI 5740: Photography and Digital Imaging (3) o CI 5825: Non-Fiction Film and Video (3) • 3 to 9 s.h. of media related courses. Suggested: <ul style="list-style-type: none"> o CI 5636: Emerging Issues and Trends in Media and Technology (3-6) o ITC 5220: Digital Technologies in Education (3) <p>OR</p> <p>IT Specialist/Media Production Concentration (Code: 434F)</p> <ul style="list-style-type: none"> • 27 s.h. of graduate coursework will be developed with the advice 	27

and approval of the graduate advisor, including 18 s.h. in media production and 9 s.h. of graduate electives

OR

**IT Specialist/ New Media and Global Education Concentration
(Code: 434H)**

- CI 5200: Multi-Media/Image Production (3)
- CI 5636: Emerging Issues and Trends in Media and Technology (3)
- CI 5642: Intro to Web Page Design and Development for Education (3)
- 18 s.h. of graduate electives. Suggested:
 - CI 5636: Emerging Issues and Trends in Media and Technology (3-6)
 - CI 5830: Media Literacy (3)
 - CI 5921: Instructional Design (3)

Other Requirements for the MA in Educational Media:

- **Thesis:** Optional
- **Proficiency:** Not required
- **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive:** Oral Examination and/or Portfolio Review
- **Product of Learning:** Not required

Related Course Listings

- [Curriculum and Instruction \(CI\)](#)
- [Instructional Technology Computers \(ITC\) and Research \(RES\)](#)

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Master of Arts in Elementary Education

Department of Curriculum and Instruction
Reich College of Education

Susan Colby, Interim Chair and Professor
ColbySA@appstate.edu

Kathleen Lynch-Davis, Graduate Program Director and Professor
LynchRK@appstate.edu

The Department of Curriculum and Instruction offers the following programs related to elementary school teaching:

- **Master of Arts in Elementary Education (Major Code: 422A/13.1202)[T].**
- **Graduate Certificate in Elementary Mathematics Education (Code: 711A/13.1202)**

The master's program leads to North Carolina master-level (M) licensure in elementary school teaching. Students in the program will demonstrate their ability to:

- Explain the theoretical and philosophical bases for educational practices as they relate to the elementary school curriculum, and the interrelationships of subjects.
- Understand the nature of the elementary school-age learner in relation to the learning and evaluation process.
- Utilize research techniques in the design and implementation of curricula and activities in classroom settings.
- Concentrate in one or more of the instructional areas of the elementary school curriculum.
- Make critical decisions by synthesizing information relative to the development of appropriate living/learning environments for children enrolled in elementary education.
- Identify major movements, issues and trends impacting elementary education, including multicultural education, technology, students with special needs, and parent involvement.

The Graduate Certificate in Elementary Mathematics Education is designed for in-service elementary education teachers who wish to work toward an endorsement in mathematics.

Location of Program: This program is offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started periodically, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Distance Education: www.distance.appstate.edu.

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN ELEMENTARY MATHEMATICS EDUCATION+

+Requirements for this graduate certificate leading to add-on license were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies to receive the elementary mathematics add-on license. In order to be eligible for the license, a candidate must possess an initial or a master level NC license in elementary education and successfully complete a portfolio and comprehensive exam.

Admission Requirements: Baccalaureate or master's degree from an accredited college or university; [complete application to the Graduate School](#); clear initial or master's level NC elementary education teaching license.

Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Course Requirements for the Graduate Certificate in Elementary Mathematics Education (Code: 711A) Semester Hours Required (minimum): 18		
Required Courses*	<ul style="list-style-type: none"> • CI 5922: Number Systems & Operations: K-5 Mathematical Tasks • CI/MAT 5923: Geometry & Spatial Visualization: K-5 Assessment • CI/MAT 5924: Algebraic Reasoning: K-5 Discourse & Questioning • CI/MAT 5925: Data Analysis and Measurement: K-5 Classroom Interactions • CI 5926: Rational Numbers & Operations: K-5 Learning Trajectories • CI 5927: Mathematical Modeling: K-5 Leadership 	18

*Required courses must each be completed with a B or better to obtain the elementary mathematics add-on license.

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN ELEMENTARY EDUCATION+

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE or MAT exam scores; North Carolina "A" license or the equivalent from another state*.

* Applicants who do not have an A level license in the area of Elementary Education will need to take Praxis II to receive M licensure in that area.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Course Requirements for the Master of Arts in Elementary Education (Code: 422A) Semester Hours Required (minimum): 39**		
Required Courses	<ul style="list-style-type: none"> ● CI/SPE 5045: Advanced Topics in Diversity (3) ● CI 5130: Recent Trends and Issues in Education (3) ● CI 5525: Product of Learning (1+1+1=3) ● CI/LSA 5585: Teacher Leadership and School Improvement (3) ● CI 5591: Advanced Curriculum Design in Elementary Education (3) ● CI 5630: Instructional Technology (3) ● Choose one course from the two below: <ul style="list-style-type: none"> ○ CI/RE/RES/SPE 5040: Teacher as Researcher (3) ○ RES 5000: Research Methods (3) ● Choose one course from the two below: <ul style="list-style-type: none"> ○ CI 5041: Assessment to Improve Learning and Inform Teaching (3) ○ RES 5560: Classroom Assessment (3) ● Choose one course from the two below: <ul style="list-style-type: none"> ○ FDN 5840: Social and Philosophical Foundations of Education (3) ○ PSY 5555: Advanced Educational Psychology (3) 	27
Teaching Field Courses	<p>Graduate courses selected from each of the content areas; math, science, social studies, and English language arts with the advice and approval of the academic advisor</p> <ul style="list-style-type: none"> ● Mathematics (choose one): <ul style="list-style-type: none"> ○ CI 5070: Advanced Study in Elementary School Mathematics (3) ○ Graduate level mathematics course (3) ● Science (choose one): <ul style="list-style-type: none"> ○ CI 5075: Advanced Study in Elementary School Science (3) ○ Graduate level science course (3) ● Social Studies (choose one): <ul style="list-style-type: none"> ○ CI 5080: Advanced Study in Elementary School Social Studies (3) ○ Graduate level course from a social studies area (3) ● English Language Arts (choose one): <ul style="list-style-type: none"> ○ Graduate level course in RE or ENG (3) 	12

Other Requirements for the MA in Elementary Education:

- **Thesis:** Not required
- **Proficiency:** Not required
- **Candidacy:** Not required
- **Comprehensive:** Not required
- **Product of Learning:** Required

**Students without grades K-6 student teaching or teaching experience in grades K-6 must take CI 5900 Internship/Practicum (3 s.h.). This may result in the total number of hours exceeding 39 s.h.

Related Course Listings

- [Curriculum and Instruction \(CI\)](#)
- [Instructional Technology Computers \(ITC\), Leadership and School Administration \(LSA\), and Research \(RES\)](#)
- [Psychology \(PSY\)](#)
- [Reading Education \(RE\) and Special Education \(SPE\)](#)

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Master of Arts in English Graduate Certificate in Rhetoric and Composition Graduate Minor in English

Department of English
College of Arts and Sciences

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Jessie Blackburn, Advisor of Graduate Certificate and Visiting Associate
Professor
BlackburnJB@appstate.edu

<http://www.english.appstate.edu>

The Department of English offers the following graduate programs:

- Master of Arts in English (Major Code: 232A/23.0101) with concentrations in
 - College Teaching (232B)
 - General English (232C)
- Graduate Certificate in Rhetoric and Composition (132A/23.0101)
- Graduate minor in English (235/23.0101)

NOTE: For every master's program, students should plan a Program of Study with the Graduate Advisor in English during the first semester after enrollment. In all cases, a student must complete 24 hours in English on their program of study.

PROGRAM OF STUDY FOR THE GRADUATE MINOR IN ENGLISH (Code: 235)

A graduate minor in English consists of 8-12 semester hours selected from graduate English offerings, except ENG 5989.

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN RHETORIC AND COMPOSITION

Admission Requirements: Master's degree from an accredited college or university or currently enrolled in a graduate program at Appalachian; [complete application to the Graduate School](#); writing sample; letter of intent. Applicants with a bachelor's degree may apply, but must submit official GRE general exam scores as well.

Location: On Campus

Course Requirements for the Graduate Certificate in Rhetoric and Composition (Code: 132A) Semester Hours Required (minimum): 12		
Required Courses	<ul style="list-style-type: none">● RC 5300: Studies in Rhetoric and Composition (3)● Choose one of the following courses<ul style="list-style-type: none">○ RC 5100: Composition Theory, Practice, and Pedagogy (3)○ ENG 5400: Appalachian Writing Project (6)● Choose one of the following options<ul style="list-style-type: none">○ RC 5990: Capstone in Rhetoric and Composition (3)○ ENG 5999: Thesis (6)● 3 s.h. of approved graduate elective credit related to the Capstone Project	12 or 15

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN ENGLISH

Admission Requirements: Baccalaureate degree* from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; statement of intent; writing sample.

*An applicant who does not have an undergraduate degree in English but who has exceptional qualifications should contact the Director of Graduate Studies in the Department of English.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus

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Course Requirements for the Master of Arts in English (Code: 232*)
Semester Hours Required (minimum): 36

<p>Required Courses</p>	<ul style="list-style-type: none"> • ENG 5000: Bibliography and Research (3) • 15 s.h. of approved ENG graduate courses (9 s.h. in British Literature and 6 s.h. in American Literature) 	<p>18</p>
<p>Concentration (CHOOSE ONE)</p>	<p>General English Concentration (Code: 232C)</p> <ul style="list-style-type: none"> • ENG 5998: Thesis Preparation (3) • ENG 5999: Thesis (3) • 12 s.h. of additional graduate ENG electives chosen with approval of the graduate advisor; courses from other disciplines must be approved in advance. <p>OR</p> <p>College Teaching Concentration (Code: 232B)</p> <ul style="list-style-type: none"> • ENG 5150: Teaching Literature (3) • ENG 5160: Teaching Apprenticeship (1+1=2) • ENG 5200: Issues in Teaching English (3) • RC 5100: Composition Theory, Practice and Pedagogy (3) • 7 s.h. chosen from the following; other courses related to writing, literature or teaching may be selected with approval of the graduate advisor. <ul style="list-style-type: none"> ◦ RC 5120: Teaching in the Writing Center (1) ◦ RC 5121: Teaching Basic Writing (1) ◦ RC 5122: Teaching Expository Writing (1) ◦ RC 5124: Teaching Writing Across the Curriculum (1) ◦ RC 5300: Studies in Rhetoric and Composition (3) ◦ HE 5635: Adult Development and Learning Theories (3) ◦ HE 5050: Designing Adult Learning Experiences Using Technology (3) ◦ ENG 5998: Thesis Preparation (3) – <i>counts only if thesis is also completed</i> ◦ ENG 5999: Thesis (3) 	<p>18</p>

Other Requirements for the MA in English:

- **Thesis:** Required for the General English Concentration; optional elective for the College Teaching Concentration.
- **Proficiency:** Required for the General English Concentration; 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 Languages, Literatures and Cultures.
- **Candidacy:** Required; see the program director for specific timeline and requirements
- **Comprehensive:** Presentation of teaching portfolio required for the College Teaching

Concentration. See the program director regarding portfolio requirements.

- **Product of Learning:** Not required

Related Course Listings

- [English \(ENG\)](#)
- [Higher Education \(HE\)](#)
- [Rhetoric and Composition \(RC\)](#)



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Master of Science in Exercise Science

Department of Health and Exercise Science
College of Health Sciences

Travis Triplett, Interim Chair and Professor
TriplttNT@appstate.edu

R. Andrew Shanely, Graduate Program Director and Associate Professor
ShanelyRA@appstate.edu

www.hes.appstate.edu

The Department of Health and Exercise Science offers the Master of Science in Exercise Science (Major Code: 842*/31.0505), with concentrations in:

- **Clinical Exercise Physiology (842E)**
- **Research (842B)**
- **Strength and Conditioning (842D)**

The Master of Science in Exercise Science degree requires students to complete a minimum of 42 hours over a 2 year period. The exercise science program permits students to elect from three concentration options:

- a Research Concentration that includes coursework and experiences to prepare students for future Ph.D. work;
- a Clinical Exercise Physiology Concentration that includes coursework and experiences to prepare students for careers in clinical settings such as hospitals and rehabilitation facilities focusing on preventive and chronic disease management; and
- a Strength and Conditioning Concentration that includes coursework and experiences to prepare students for careers in strength and conditioning, personal training, or sports performance.

Students are encouraged to assist in on-going research in the Human Performance, Biomechanics, and Neuromuscular laboratories. In addition, students are encouraged to engage in research that culminates in a professional presentation or publication. A practicum is required for both the Clinical and Strength and Conditioning concentrations. Research, teaching, and clinical assistantships are available for qualified students.

PROGRAM OF STUDY FOR THE MASTER OF SCIENCE DEGREE IN

EXERCISE SCIENCE

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; statement of career goal; the following courses or equivalents must be completed prior to formal admission into the program: Human Anatomy and Physiology (ES 2030, 4 s.h.); Exercise Physiology (ES 2010, 3 s.h.); Introduction to Biomechanics (ES 3550, 4 s.h.). This list may not include prerequisites for all elective courses. The applicant must also have two additional science courses. Prerequisites will be assessed at the discretion of the graduate program director.

To be considered for admission, applicants must meet or exceed the [criteria for admission to the Graduate School](#). Meeting these criteria does not guarantee admission.

Location: On Campus

Course Requirements for the Master of Science in Exercise Science Semester Hours Required (minimum): 42		
Required Courses	<ul style="list-style-type: none"> ● ES 5000: Introduction to Research Principles and Design (3) ● ES 5200: Exercise Science Seminar (1+1=2) ● ES 5591: Biomechanical and Physiological Laboratory Assessment (3) ● ES 5592: Data Analysis in Sport and Exercise Science (3) ● ES 5621: Exercise Physiology I: Cardiopulmonary and Metabolic Aspects (3) ● ES 5622: Exercise Physiology II: Neuromuscular and Endocrinological Aspects (3) ● ES 5710: Biomechanics (3) 	20
Concentration OR	<p>Clinical Exercise Physiology Concentration (Code: 842E)</p> <ul style="list-style-type: none"> ● ES 5625: Concepts of Clinical Exercise Testing (3) ● ES 5635: Electrocardiographic Interpretation (3) ● ES 5645: Cardiopulmonary Pathophysiology and Rehabilitation (3) ● ES 5660: Exercise Prescription and Chronic Disease Management (3) ● ES 5670: Clinical Exercise Practicum I (1-2) ● ES 5680: Clinical Exercise Practicum II (1-2) ● Choose one of the following (6 s.h.): <ul style="list-style-type: none"> ○ ES 5900: Internship (6), OR ○ ES 5900: Internship (3) AND ES 5560: Research Project (3), OR ○ ES 5999: Thesis (6) ● 0-2 s.h. of graduate electives chosen with the advisor's approval. 	

(CHOOSE ONE)	<p>Research Concentration (Code: 842B)</p> <ul style="list-style-type: none"> • ES 5999: Thesis (6) • 16 s.h. of graduate electives chosen with the advisor's approval. 	22
	<p>OR</p> <p>Strength and Conditioning Concentration (Code: 842D)</p> <ul style="list-style-type: none"> • ES 5060: Practicum: Strength and Conditioning (3) • ES 5555: Advanced Nutritional Aspects of Exercise and Sports (3) • ES 5600: Survey of Sports Performance (3) • ES 5650: Theoretical and Practical Aspects of Strength and Conditioning (3) • ES 5900: Internship (3) • Choose one of: <ul style="list-style-type: none"> ◦ ES 5560: Research Project (3) ◦ ES 5999: Thesis (6) • 1-4 s.h. of graduate electives chosen with the advisor's approval. 	

Other Requirements for the MS in Exercise Science:

- **Thesis:** Required for the Research concentration; optional for the other concentrations
- **Proficiency:** Not required
- **Candidacy:** Required for thesis option; awarded upon approval of thesis committee and prospectus
- **Comprehensive:** Required
- **Product of Learning:** Not required

NOTES:

- During ES 5900 Internship, 50 contact hours equals 1 s.h. credit.
- If the ES 5999 Thesis option is chosen, students should be in preparation for prospectus approval by the 2nd Fall semester.
- The total requirement for the degree is 42 s.h. minimum, but may be more depending upon elective hours.

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Minor in Family and Consumer Sciences

Department of Family and Consumer Sciences
Reich College of Education

Ellen Carpenter, Chair
CarpenterES@appstate.edu

www.fcs.appstate.edu

The Department of Family and Consumer Sciences offers a graduate minor in Family and Consumer Sciences (527/19.0101).

In addition, the Departments of Family and Consumer Sciences, Curriculum and Instruction, and Reading Education and Special Education cooperate to offer the [MA degree in Child Development: Birth through Kindergarten](#) (548*/13.1209). The degree is coordinated through the Department of Family and Consumer Sciences.

PROGRAM OF STUDY FOR THE GRADUATE MINOR IN FAMILY AND CONSUMER SCIENCES: (Code: 527)

A graduate minor in Family and Consumer Sciences will consist of 12 s.h. of FCS coursework numbered 5000 level or above (except for FCS 5989), all of which must be approved by the family and consumer sciences graduate coordinator.



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Master of Arts in Geography Graduate Certificate in Geographic Information Science Graduate Certificate in Planning Graduate Minor in Geography

Department of Geography and Planning
College of Arts and Sciences

Kathleen Schroeder, Chair and Professor
SchroederK@appstate.edu

Jeffrey Colby, Graduate Program Director and Associate Professor
ColbyJ@appstate.edu

www.geo.appstate.edu

The Department of Geography and Planning offers the following graduate programs:

- Master of Arts degree in Geography, Thesis Option (237A/45.0701)
- Master of Arts degree in Geography, Non-Thesis Option (237*/45.0701) with concentrations:
 - General Geography (237B)
 - Geographic Information Science (237D)
 - Planning (237C).
- Graduate Certificate in Geographic Information Science (114A/45.0701)
- Graduate Certificate in Planning (109A/45.0701)
- Graduate Minor in Geography (241/45.0701)

The graduate degree programs in Geography are designed to provide students with a broad range of academic and professional options. Foundations of the programs include preparing students for: 1) Ph.D. work in geography or planning, and 2) professional opportunities in applied geography and planning.

Past graduates have found jobs working in fields such as: geographic information science,

environmental analysis and policy development, transportation planning, urban planning, satellite image analysis, cartography, regional planning and sustainable development, economic development, and land resource management.

Faculty and students are actively engaged in research investigating: climate change, biome change, GIS applications (viticulture; flood modeling; property valuation; visualization), globalization processes, economic development, community development, transportation and land use, precipitation climatology, mountain environments, and natural hazards.

The Department also offers graduate certificates in Planning and in GIScience for students interested in gaining proficiency in those areas without completing an entire degree. Completion of the certificate does not guarantee admission into the MA degree program.

PROGRAM OF STUDY FOR THE GRADUATE MINOR IN GEOGRAPHY (Code: 241)

A graduate minor in geography consists of 9 semester hours of graduate courses, including GHY 5000: Research Themes and Methods (3) plus 6 s.h. of electives (3-6 s.h. chosen from GHY courses, excluding GHY 5989, and/or 0-3 s.h. chosen from PLN courses).

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN GEOGRAPHIC INFORMATION SCIENCE

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official GRE general exam scores; cover letter (not to exceed two pages) stating reasons why applicant wishes to enter the program.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). The faculty will give preference to applicants who meet or exceed the following: An undergraduate GPA at or above a 3.0 on a 4.0 scale and at least one score on the GRE (V, Q, or A) at or above the 50th percentile. Meeting these criteria does not guarantee admission.

Location: On Campus

Course Requirements for the Graduate Certificate in Geographic Information Science (Code: 114A)		
Semester Hours Required (minimum): 12		
Required Courses	<p>If a student has proficiency in one of the required courses and is exempted by the program director, an equivalent GIScience course may be substituted.</p> <ul style="list-style-type: none"> • GHY 5150: Seminar in Geographic Information Science (3) • GHY 5810: Digital Image Processing (3) • GHY 5812: Advanced GIS (3) • GHY 5814: Principles of GeoComputation (3) 	12

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN PLANNING

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official GRE general exam scores; cover letter (not to exceed two pages) stating reasons why applicant wishes to enter the program.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). The faculty will give preference to applicants who meet or exceed the following: An undergraduate GPA at or above a 3.0 on a 4.0 scale and at least one score on the GRE (V, Q, or A) at or above the 50th percentile. Meeting these criteria does not guarantee admission.

Location: On campus

Course Requirements for the Graduate Certificate in Planning (Code: 109A) Semester Hours Required (minimum): 15		
Required Courses	<ul style="list-style-type: none"> • GHY/PLN 5400: Planning Theory and Process (3) • PLN 5431: Planning Methods and Techniques (3) • PLN 5730: Land Use Controls, Planning Law, and Ethics (3) • GHY 5812: Advanced GIS (3) • Additional 3 s.h. of graduate planning or planning-related electives as approve by the planning advisor 	15

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN GEOGRAPHY (Thesis Option)

Admission Requirements: Baccalaureate degree* from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; cover letter (not to exceed two pages) stating reasons why applicant wishes to enter the program.

*Students entering the graduate program without a baccalaureate degree in geography are required to make up deficiencies in the areas of physical geography, human geography, and geographic techniques in consultation with the graduate committee.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). The faculty will give preference to applicants who meet or exceed the following: An undergraduate GPA at or above a 3.0 on a 4.0 scale and at least one score on the GRE (V, Q, or A) at or above the 50th percentile. Meeting these criteria does not guarantee admission.

Location: On Campus

Course Requirements for the Master of Arts in Geography (Thesis Option) (Code: 237A) Semester Hours Required (minimum): 30		
Required Courses	<ul style="list-style-type: none">• GHY 5000: Research Themes and Methods (3)• GHY 5800: Advanced Quantitative and Qualitative Methods in Geography (3)• GHY 5998*: Thesis Preparation (3)• GHY 5999*: Thesis (3)	12
Electives	18 s.h. of approved graduate electives	18

*A maximum of 3 s.h. of 5998 and 3 s.h. of 5999 can be included in the minimum 30 hours required.

Other Requirements for the MA in Geography (Thesis Option):

- **Thesis:** Required
- **Proficiency:** Not required
- **Candidacy:** Required; awarded upon approval of thesis committee and prospectus
- **Comprehensive:** Required
- **Product of Learning:** Not required

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN GEOGRAPHY (Non-Thesis Options)

Admission Requirements: Baccalaureate degree* from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; cover letter (not to exceed two pages) stating reasons why applicant wishes to enter the program.

*Students entering the graduate program without a baccalaureate degree in geography are required to make up deficiencies in the areas of physical geography, human geography, and geographic techniques in consultation with the graduate committee.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). The faculty will give preference to applicants who meet or exceed the following: An undergraduate GPA at or above a 3.0 on a 4.0 scale and at least one score on the GRE (V, Q, or A) at or above the 50th percentile. Meeting these criteria does not guarantee admission.

Location: On Campus and Off Campus; please contact the Office of Distance Education for information on off-campus cohort starting dates and locations: <http://www.distance.appstate.edu>.

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Course Requirements for the Master of Arts in Geography (Non-Thesis Option)
Semester Hours Required (minimum): 36

<p>Required Courses</p>	<ul style="list-style-type: none"> ● GHY 5000: Research Themes and Methods (3) ● GHY 5800: Advanced Quantitative and Qualitative Methods in Geography (3) 	<p>6</p>
<p>Concentration (CHOOSE ONE)</p>	<p>General Concentration (Code: 237B)</p> <ul style="list-style-type: none"> ● Choose one of: <ul style="list-style-type: none"> ○ GHY/PLN 5858: Directed Research (3) ○ GHY 5900: *Internship in Geography (6) ● 24 to 27 s.h. of interdisciplinary graduate electives <p>OR</p> <p>Geographic Information Science Concentration (Code: 237D)</p> <ul style="list-style-type: none"> ● GHY 5150: Seminar in Geographic Information Science (3) ● GHY 5810: Digital Image Processing (3) ● GHY 5812: Advanced GIS (3) ● GHY 5814: Principles of GeoComputation (3) ● GHY 5900: *Internship in Geography (6-9) ● 9 to 12 s.h. of graduate electives <p>OR</p> <p>Planning Concentration (Code: 237C)</p> <ul style="list-style-type: none"> ● GHY/PLN 5400: Planning Theory and Process (3) ● PLN 5431: Planning Methods and Techniques (3) ● PLN 5730: Land Use Controls, Planning Law, and Ethics (3) ● Choose one of: <ul style="list-style-type: none"> ○ GHY/PLN 5858: Directed Research (3) ○ GHY 5900: *Internship in Geography (6) ● 9 s.h. of planning graduate electives ● 6 to 9 s.h. of interdisciplinary graduate electives 	<p>30</p>

*The Internship will not be initiated until the degree Program of Study has been approved. The student will complete a research project dealing with the internship experience and an oral defense of the project in lieu of a thesis.

Other Requirements for the MA in Geography (Non-thesis):

- **Thesis:** Not required
- **Proficiency:** Not required
- **Candidacy:** Not required
- **Comprehensive:** Required
- **Product of Learning:** Not required

Related Course Listings

- [Geography \(GHY\) and City and Regional Planning \(PLN\)](#)

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Graduate Certificate in Gerontology

**Department of Sociology
College of Arts and Sciences**

**Amy Page, Chair and Associate Professor
PageAD@appstate.edu**

**Edwin Rosenberg, Graduate Program Director and Professor
RosenbergE@appstate.edu**

www.aging.appstate.edu

The Department of Sociology offers the Graduate Certificate in Gerontology (110A/30.1101)

The Department also offers a Graduate Certificate in [Sociology](#).

The Gerontology program prepares students for careers requiring graduate-level knowledge and skills in the field of aging. The program emphasizes knowledge about the psychological, sociological, and biological processes of normal aging as they affect the diverse and rapidly growing population of older adults in the state and the nation. Theory, research and professional career preparation are emphasized, as is knowledge and understanding of public policies implemented through federal and state programs.

Students are encouraged to develop their own unique aging-related area of specialization. (Recent creative examples include the aging of the inmate population and the growth of eating disorders among middle-aged women.) Faculty assist students with their research, which can to conference presentations and/or publications.

The Graduate Certificate can be completed in either one or two years. It is designed to develop or supplement aging-related knowledge and skills for (1) students in other master's degree programs; (2) students "testing the waters", that is, who are considering but do not yet want to commit to a master's degree program; (3) employees who desire a Gerontology credential, but who do not want or need a master's degree; (4) others with a personal or professional interest in aging and elders.

Graduates of the Graduate Certificate program have found jobs in both the public and private sectors, ranging from direct work with older persons to managerial/administrative positions. The program is approved by the NC Division of Health Service Regulation to offer the Administrator-in-Training Program for students who want to obtain assisted living facility administrator licensure.

The Graduate Certificate program is 100% online and asynchronous, so students can schedule coursework and assignments around their job, family and other obligations. There is no requirement to be logged on at a particular day or time, nor is there any requirement to come to the main campus.

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN GERONTOLOGY

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); writing sample describing the applicant's relevant academic, work or volunteer experience, and the applicant's reasons for applying to the program.

Location: On Line

Course Requirements for the Graduate Certificate in Gerontology (Code: 110A) Semester Hours Required (minimum): 15		
Required Courses	<ul style="list-style-type: none">• SOC 5400: Sociology of Adult Development and Aging (3)• SOC 5420: Health Care and Aging (3)• SOC 5550: Housing for Older Adults (3)• SOC 5630: Programs and Services for Older Adults (3)• SOC 5900: Internship (3)	15

Related Course Listings

- [Sociology \(SOC\)](#)

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Master of Arts in Higher Education Education Specialist in Higher Education

Department of Leadership and Educational Studies
Reich College of Education

Robert Sanders, Chair and Associate Professor
SandersRL@appstate.edu

Amy Trawick, Program Director and Assistant Professor
TrawickAR@appstate.edu

The Department of Leadership and Educational Studies offers the following graduate degrees in higher education:

- **Master of Arts in Higher Education (Major Code: 454*/13.0406), with concentrations:**
 - **Adult and Developmental Education (454F)**
 - **Community College and University Leadership (454G)**
 - **Teaching (454E)**
- **Education Specialist in Higher Education (Major Code: 455*/13.0406), with concentrations:**
 - **Adult and Developmental Education (455F)**
 - **Community College and University Leadership (455G)**
 - **Teaching (455E) - not open for admission at this time.**

The Department of Leadership and Educational Studies also offers graduate programs in [Educational Media](#), [Library Science](#), and [School Administration](#). These programs are detailed under separate headings in this bulletin.

The Department of Leadership and Educational Studies serves the education community and the public through:

- foundations of education courses for teacher education majors.
- research courses to help students develop skills and knowledge needed to understand the design, implementation, and evaluation of educational research.
- graduate programs in public school administration; community college and university leadership, college teaching, adult and developmental education; library science; and educational media/instructional technology.

The Higher Education graduate program was founded in 1968 in response to the growing need for community college and university instructors and administrators in North Carolina postsecondary institutions. Although the program continues its original role, it now serves a national and international population of students and professionals concerned with postsecondary education. The program's purposes include:

- preparing individuals for teaching and leadership roles in community college and university settings.
- advancing the skills and knowledge of current two-year and four-year college and university professionals.
- preparing students to design, deliver, and evaluate educational programs for adults in community colleges and universities, allied health programs, industry, the community, and other agencies and organizations offering adult education.
- preparing students for doctoral-level studies.

Higher Education (M.A.) — prepares students who wish to work in postsecondary institutional settings. Students must select one of the following concentrations: Adult and Developmental Education, Community College and University Leadership, or Teaching. The teaching concentration is designed to prepare students to teach in two-year community colleges and four-year institutions. The degree in Higher Education does not lead to North Carolina public school administration and supervision licensure.

Higher Education (Ed.S.) — provides an advanced graduate degree beyond the M.A. for professionals in the area of postsecondary education. This degree is for individuals with a master's degree who are interested in advancing their careers, preparing for a doctoral program, or enhancing their practice in the areas of higher education leadership, teaching or developmental education in two- and four-year colleges or in adult education programming in an institution and organization. Students must select one of the following concentrations: Adult and Developmental Education, Community College and University Leadership, or Teaching. The Ed.S. in Higher Education meets the prerequisite of an Ed.S. from Appalachian to enter an off-campus cohort for the doctoral program at Appalachian. The Ed.S. in Higher Education is a non-licensure program and does not lead to North Carolina teaching, administration, or supervision licensure.

General Information for All Students: A student working toward a degree and/or licensure in the Department of Leadership and Educational Studies must develop her/his Program of Study in consultation with an approved advisor. Candidacy forms must be submitted to the Office of Graduate Studies and Research before the student has completed 12 semester hours of course work. Degree students taking courses without being officially assigned an advisor and receiving the advisor's approval do so at the risk of not having the courses approved as part of the degree program.

All electives must be approved by the student's advisor in all programs. Students pursuing or holding graduate degrees in other departments, and also seeking administration and supervision licensure, must take the necessary courses and internship prescribed by the Department of Leadership and Educational Studies.

Location of Program: The Higher Education programs are offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started periodically, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Distance Education: <http://www.distance.appstate.edu>.

Community College Teaching (Non-Licensure) Professional Education Requirements in Programs

Outside of Higher Education: In addition to the Teaching concentration in Higher Education, there are other programs that focus on college teaching. Majors available to students are: [English](#), [French](#), [History](#), [Mathematics](#), [Spanish](#), and [Technology](#). For required courses in the academic field, see the appropriate section. It is highly recommended that 6-12 s.h. of graduate professional higher education (HE) courses should be chosen with the advice and approval of the graduate advisor. Refer to specific information in the major department or contact the Department of Leadership and Educational Studies.

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN HIGHER EDUCATION

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE or MAT exam scores.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus and Off Campus; On-Campus and Off-Campus cohorts begin periodically and follow a part-time hybrid (mixture of face-to-face and online) format.

Course Requirements for the Master of Arts in Higher Education Semester Hours Required (minimum): 36		
Required Courses	<ul style="list-style-type: none"> ● RES 5000: Research Methods (3) ● HE 5635: Adult Development and Learning Theories (3) ● HE 5440: College and University Teaching (3) ● HE 6861: American Higher Education (3) 	12
	<p>Adult and Developmental Education Concentration (Code: 454F)</p> <ul style="list-style-type: none"> ● HE 5090: Adult and Developmental Education (3) ● HE 5640: College Access and Student Success (3) ● Completion of one of the following two options: <ul style="list-style-type: none"> ○ OPTION A: <ul style="list-style-type: none"> ■ 18 s.h. of advisor-approved graduate electives in a discipline such as English, reading, math, or ESL ○ OR OPTION B: <ul style="list-style-type: none"> ■ HE 5650: Curriculum in Higher Education (3) ■ HE 5720: Program Development (3) ■ HE 5730: Assessment and Evaluation (3) ■ HE 5740: Learning Assistance in Higher Education (3) ■ Choice of Thesis or Non-Thesis Option: <ul style="list-style-type: none"> ■ HE 5999 Thesis (6) ■ OR 6 s.h of graduate electives chosen based on career interests with the advice and approval of the 	

Concentration (CHOOSE ONE)	<p style="text-align: center;">graduate advisor</p> <p>OR Community College and University Leadership Concentration (Code: 454G)</p> <ul style="list-style-type: none"> • HE 5430: Organization and Governance in Higher Education (3) • HE 5640: College Access and Student Success (3) • HE 5650: Curriculum in Higher Education (3) • HE 5700: Leadership in Higher Education (3) • HE 5840: Higher Education Finance (3) • HE 5990: Ethical and Legal Issues in Higher Education (3) • Choice of Thesis or Non-Thesis Option: <ul style="list-style-type: none"> ◦ HE 5999 Thesis (6) ◦ OR 6 s.h of graduate electives chosen based on career interests with the advice and approval of the graduate advisor <p>OR Teaching Concentration (Code: 454E)</p> <ul style="list-style-type: none"> • HE 5050: Designing Adult Learning Experiences Using Technology (3) • HE 6900: Higher Education Internship / Field Study (3) • 18 s.h. of advisor-approved graduate electives in a teaching/subject discipline chosen with assistance from faculty in the discipline 	<p style="text-align: center;">24</p>
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Other Requirements for the Master of Arts in Higher Education:

- **Thesis:** A thesis is optional for the concentrations in Adult and Developmental Education (454F) and Community College and University Leadership (454G), in lieu of elective courses. A thesis consists of 6 s.h. spread over a minimum of 2 semesters.
- **Proficiency:** Not required
- **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive:** Students must successfully complete a written comprehensive exam.
- **Product of Learning:** Not required

EDUCATION SPECIALIST DEGREE IN HIGHER EDUCATION

Admission Requirements: Master's degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE or MAT exam scores.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus and Off Campus; Off-Campus cohorts begin periodically and follow a part-time hybrid (mixture of face-to-face and online) format.

Course Requirements for the Education Specialist Degree in Higher Education – (see next table for teaching concentration 455E)

Semester Hours Required (minimum): 30

Required Courses	<ul style="list-style-type: none"> ● HE 6040: Readings in Postsecondary Education (3) ● HE 6320: Institutional Effectiveness (3) ● HE 6330: Organizing for Learning and Diversity (3) ● RES 6000: Advanced Research Methods, Design and Application (3) 	12
Concentration (CHOOSE ONE)	<p>Adult and Developmental Education Concentration (Code: 455F)</p> <ul style="list-style-type: none"> ● HE 6090: Seminar in Adult and Developmental Education (3) ● HE 6310: Critical Issues in Adult and Developmental Education (3) ● HE 6370: Designing Culturally Responsive Learning Environments (3) ● 3 s.h. of graduate electives chosen based on career interests with the advice and approval of the graduate advisor <p>OR</p> <p>Community College and University Leadership Concentration (Code: 455G)</p> <ul style="list-style-type: none"> ● HE 6340: Policy Analysis in Higher Education (3) ● HE 6350: Leading Organizational Change in Higher Education (3) ● HE 6360: Organizational Analysis in Higher Education (3) ● HE 6840: Personnel Policy and Practice in Higher Education (3) 	12
Thesis Option	<ul style="list-style-type: none"> ● Choice of Thesis or Non-Thesis Option: <ul style="list-style-type: none"> ○ HE 6999 Thesis (6) ○ OR 6 s.h of graduate electives chosen based on career interests with the advice and approval of the graduate advisor 	6

Course Requirements for the Education Specialist Degree in Higher Education - TEACHING CONCENTRATION (Code: 455E)

Semester Hours Required (minimum): 30 --- Not open for admission at this time

Required	<ul style="list-style-type: none"> ● HE 6040: Readings in Postsecondary Education (3) ● HE 6650: Seminar in Postsecondary Education (3) 	9
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<i>Courses</i>	<ul style="list-style-type: none"> • <i>HE 6900: Higher Education Internship / Field Study (3)</i> 	
<i>Concentration Courses</i>	<ul style="list-style-type: none"> • <i>HE 6631: Teaching and Learning in Postsecondary Education (3)</i> • <i>18 s.h. of graduate electives chosen based on career interests with the advice and approval of graduate advisor; these courses are to be taken in the teaching/subject discipline with the advice and approval of the graduate advisor and with assistance from faculty in the discipline</i> 	21

Other Requirements for the EdS in Higher Education (ALL CONCENTRATIONS):

- **Thesis:** A thesis is optional for the concentrations in Adult and Developmental Education (455F) and Community College and University Leadership (455G), in lieu of elective courses. A thesis consists of 6 s.h. spread over a minimum of 2 semesters.
- **Proficiency:** Not required
- **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive:** During the final term in the program, the student must successfully complete a comprehensive written and oral examination.
- **Product of Learning:** Not required

Related Course Listings

- [Higher Education \(HE\) and Research \(RES\)](#)

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Master of Arts in History Graduate Minor in History

Department of History
College of Arts and Sciences

James Goff, Chair and Professor
GoffJR@appstate.edu

Mary Valante, Graduate Program Director and Professor
ValanteMA@appstate.edu

www.history.appstate.edu

The Department offers the following graduate degrees and a graduate minor:

- Master of Arts in History (Major Code: 255*/54.0101) with concentrations in
 - General History (255B)
 - Historic Preservation (255C)
 - Museum Studies (255E)
 - Public History (255D)
- Graduate Minor in History (248/54.0101)

Location of Program in History Education: The History Education program is offered in an off-campus cohort format. Cohorts begin periodically, and information on upcoming cohorts may be obtained by contacting the Office of Distance Education (<http://www.distance.appstate.edu>).

PROGRAM OF STUDY FOR THE GRADUATE MINOR IN HISTORY (Code: 248)

A graduate minor in History consists of 8-12 semester hours selected from HIS graduate course offerings, except HIS 5989.

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN HISTORY

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; cover letter stating reasons that

the applicant wishes to enter the program in history; sample of written work such as a research paper.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus

Course Requirements for the Master of Arts in History with a Concentration in General History (Code: 255B) Semester Hours Required (minimum): 30 with Thesis; 36 without Thesis						
Required Course	<ul style="list-style-type: none"> • HIS 5000: Varieties and Methodologies of History (3) 	3				
Thesis Options (CHOOSE ONE)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">Thesis Option</th> <th style="width: 50%; text-align: left;">Non-Thesis Option</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <p>Choose at least 6 s.h. from the Research Seminars:</p> <ul style="list-style-type: none"> • HIS 5107: Research Seminar in European History (3) • HIS 5207: Research Seminar in American History (3) • HIS 5209: Research Seminar in Appalachian History (3) • HIS 5307: Research Seminar in Latin American History (3) <p>Choose at least 6 s.h. from the Readings Seminars:</p> <ul style="list-style-type: none"> • HIS 5106: Readings Seminar in European History (3) • HIS 5206: Readings Seminar in American History (3) • HIS 5208: Readings Seminar in Appalachian History (3) • HIS 5306: Readings Seminar in Latin American History (3) </td> <td style="padding: 5px;"> <p>Choose at least 9 s.h. from the Research Seminars:</p> <ul style="list-style-type: none"> • HIS 5107: Research Seminar in European History (3) • HIS 5207: Research Seminar in American History (3) • HIS 5209: Research Seminar in Appalachian History (3) • HIS 5307: Research Seminar in Latin American History (3) <p>Choose at least 9 s.h. from the Readings Seminars:</p> <ul style="list-style-type: none"> • HIS 5106: Readings Seminar in European History (3) • HIS 5206: Readings Seminar in American History (3) • HIS 5208: Readings Seminar in Appalachian History (3) • HIS 5306: Readings Seminar in Latin American History (3) </td> </tr> </tbody> </table>	Thesis Option	Non-Thesis Option	<p>Choose at least 6 s.h. from the Research Seminars:</p> <ul style="list-style-type: none"> • HIS 5107: Research Seminar in European History (3) • HIS 5207: Research Seminar in American History (3) • HIS 5209: Research Seminar in Appalachian History (3) • HIS 5307: Research Seminar in Latin American History (3) <p>Choose at least 6 s.h. from the Readings Seminars:</p> <ul style="list-style-type: none"> • HIS 5106: Readings Seminar in European History (3) • HIS 5206: Readings Seminar in American History (3) • HIS 5208: Readings Seminar in Appalachian History (3) • HIS 5306: Readings Seminar in Latin American History (3) 	<p>Choose at least 9 s.h. from the Research Seminars:</p> <ul style="list-style-type: none"> • HIS 5107: Research Seminar in European History (3) • HIS 5207: Research Seminar in American History (3) • HIS 5209: Research Seminar in Appalachian History (3) • HIS 5307: Research Seminar in Latin American History (3) <p>Choose at least 9 s.h. from the Readings Seminars:</p> <ul style="list-style-type: none"> • HIS 5106: Readings Seminar in European History (3) • HIS 5206: Readings Seminar in American History (3) • HIS 5208: Readings Seminar in Appalachian History (3) • HIS 5306: Readings Seminar in Latin American History (3) 	27 or 33
	Thesis Option	Non-Thesis Option				
<p>Choose at least 6 s.h. from the Research Seminars:</p> <ul style="list-style-type: none"> • HIS 5107: Research Seminar in European History (3) • HIS 5207: Research Seminar in American History (3) • HIS 5209: Research Seminar in Appalachian History (3) • HIS 5307: Research Seminar in Latin American History (3) <p>Choose at least 6 s.h. from the Readings Seminars:</p> <ul style="list-style-type: none"> • HIS 5106: Readings Seminar in European History (3) • HIS 5206: Readings Seminar in American History (3) • HIS 5208: Readings Seminar in Appalachian History (3) • HIS 5306: Readings Seminar in Latin American History (3) 	<p>Choose at least 9 s.h. from the Research Seminars:</p> <ul style="list-style-type: none"> • HIS 5107: Research Seminar in European History (3) • HIS 5207: Research Seminar in American History (3) • HIS 5209: Research Seminar in Appalachian History (3) • HIS 5307: Research Seminar in Latin American History (3) <p>Choose at least 9 s.h. from the Readings Seminars:</p> <ul style="list-style-type: none"> • HIS 5106: Readings Seminar in European History (3) • HIS 5206: Readings Seminar in American History (3) • HIS 5208: Readings Seminar in Appalachian History (3) • HIS 5306: Readings Seminar in Latin American History (3) 					

	<ul style="list-style-type: none"> • HIS 5406: Readings Seminar in African/Middle Eastern/Asian History (3) <p>HIS 5998: Thesis Research (3)</p> <p>HIS 5999: Thesis (3)</p> <p>9 s.h. of graduate electives: may be satisfied by enrolling in other History courses or in up to 6 s.h. of relevant courses in other departments with advice and approval of the advisor.</p>	<ul style="list-style-type: none"> • HIS 5406: Readings Seminar in African/Middle Eastern/Asian History (3) <p>15 s.h. of graduate electives: may be satisfied by enrolling in other History courses or in up to 6 s.h. of relevant courses in other departments with advice and approval of the advisor.</p>	
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<p>Course Requirements for the Master of Arts in History with Concentrations in Historic Preservation, Museum Studies, and Public History Semester Hours Required (minimum): 36</p>			
<p>Required Course</p>	<ul style="list-style-type: none"> • HIS 5000: Varieties and Methodologies of History (3) • HIS 5575: Introduction to Public History (3) • HIS 5900: Internship in History (6) • Choose at least 6 s.h. from the Readings Seminars: <ul style="list-style-type: none"> ◦ HIS 5106: Readings Seminar in European History (3) ◦ HIS 5206: Readings Seminar in American History (3) ◦ HIS 5208: Readings Seminar in Appalachian History (3) ◦ HIS 5306: Readings Seminar in Latin American History (3) ◦ HIS 5406: Readings Seminar in African/Middle Eastern/Asian History (3) 	<p>18</p>	
	<p>Historic Preservation Concentration (Code: 255C)</p> <ul style="list-style-type: none"> • HIS 5577: Historical Documentation (3) • HIS 5578: Architectural History (3) • HIS 5586: Introduction to Historic Preservation (3) • HIS 5587: Philosophy of Historic Preservation (3) • 6 s.h. of graduate electives from the following Public History Courses, or students may select up to 6 s.h. of other graduate courses upon approval of the coordinator of the Public History Concentration and the Director of Graduate Studies in History. <ul style="list-style-type: none"> ◦ HIS 5576: Cultural Resource Management (3) ◦ HIS 5579: Oral History (3) ◦ HIS 5580: Studies in Material Culture (3) 		

- HIS 5581: Records and Society (3)
- HIS 5582: Public History Practicum (3)
- HIS 5583: American Environmental History (3)
- HIS 5584: America's National Parks (3)
- HIS 5610: Management of Museums (3)
- HIS 5640: Interpretation in Museums (3)
- HIS 5650: Museum Education (3)
- HIS 5660: Topics in Public and Applied History (3)
- HIS 5998: Thesis Research (3)
- HIS 5999: Thesis (3)

OR

Museum Studies Concentration (Code: 255E)

- HIS 5580: Studies in Material Culture (3)
- HIS 5610: Management in Museums (3)
- HIS 5640: Interpretation in Museums (3)
- HIS 5650: Museum Education (3)
- 6 s.h. of graduate electives from the following Public History Courses, or students may select up other graduate courses upon approval of the coordinator of the Public History Concentration and the Director of Graduate Studies in History.
 - HIS 5576: Cultural Resource Management (3)
 - HIS 5577: Historical Documentation (3)
 - HIS 5578: Architectural History (3)
 - HIS 5579: Oral History (3)
 - HIS 5581: Records and Society (3)
 - HIS 5582: Public History Practicum (3)
 - HIS 5583: American Environmental History (3)
 - HIS 5584: America's National Parks (3)
 - HIS 5586: Introduction to Historic Preservation (3)
 - HIS 5587: Philosophy of Historic Preservation (3)
 - HIS 5660: Topics in Public and Applied History (3)
 - HIS 5998: Thesis Research (3)
 - HIS 5999: Thesis (3)

OR

Public History Concentration (Code: 255D)

- 18 s.h. of graduate courses from the following Public History courses; OR students may select up to 6 s.h. of other graduate courses upon approval by the coordinator of the Public History program and the Director of Graduate Studies in History.
 - HIS 5576: Cultural Resource Management (3)
 - HIS 5577: Historical Documentation (3)
 - HIS 5578: Architectural History (3)
 - HIS 5579: Oral History (3)
 - HIS 5580: Studies in Material Culture (3)
 - HIS 5581: Records and Society (3)
 - HIS 5582: Public History Practicum (3)
 - HIS 5583: American Environmental History (3)

**Concentration
(CHOOSE
ONE*)**

- | | | |
|--|---|--|
| | <ul style="list-style-type: none"> ○ HIS 5584: America's National Parks (3) ○ HIS 5586: Introduction to Historic Preservation (3) ○ HIS 5587: Philosophy of Historic Preservation (3) ○ HIS 5610: Management of Museums (3) ○ HIS 5640: Interpretation in Museums (3) ○ HIS 5650: Museum Education (3) ○ HIS 5660: Topics in Public and Applied History (3) ○ HIS 5998: Thesis Research (3) ○ HIS 5999: Thesis (3) | |
|--|---|--|

Other Requirements for the MA in History (ALL CONCENTRATIONS):

- **Thesis:** Optional
- **Proficiency:** General History 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. There is no proficiency requirement for Historic Preservation or Public History students.
- **Candidacy:** Required for thesis students only; awarded upon approval of thesis committee and prospectus
- **Comprehensive:** A written comprehensive examination is required by the end of the third semester of course work for thesis students, and by the end of the fourth semester of coursework for non-thesis students.
- **Product of Learning:** Not required

*Public History students are prohibited from double concentrating.

**For foreign language proficiency, students must either take the necessary courses for credit and earn a C or above in each course, or pass the exam administered by the Department of Languages, Literatures, and Cultures.

Related Course Listings

- [History \(HIS\)](#)

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Master of Library Science

Department of Leadership and Educational Studies Reich College of Education

Terry McClannon, Chair and Associate Professor
McClannonTW@appstate.edu

Robin Moeller, Program Director and Assistant Professor
MoellerRA@appstate.edu

www.ced.appstate.edu/departments/les

The Department of Leadership and Educational Studies offers the Master of Library Science (MLS) in Library Science, General (Major Code: 465A/25.0101) [T]

The Department of Leadership and Educational Studies also offers graduate programs in [Educational Media](#), [Higher Education](#), and [School Administration](#). These programs are detailed under separate headings in this bulletin.

The Master of Library Science (MLS) is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE), approved by the North Carolina State Department of Public Instruction, and regionally accredited by the North Carolina Public Librarian Certification Commission. The program 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. Completion of the program of study entitles the graduate to apply for licensure (076 Media Coordinator) from the State of North Carolina and to apply for Public Librarian Certification from the North Carolina Public Librarian Certification Commission.

The mission of the Library Science program is to make a positive impact on K-12 students and public library patrons by providing the State of North Carolina with appropriately educated school and public librarians who take leadership roles in the state, nation, and world. The Library Science program aspires to be a model 21st century nationally recognized program that blends teaching, service, and scholarship to attract, educate, and graduate reflective life-long learners, world citizens, agents of positive change, promoters of intellectual freedom, and action oriented leaders in the library profession.

The Department of Leadership and Educational Studies serves the education community and the public through:

- foundations of education courses for teacher education majors
- research courses to help students develop skills and knowledge needed to understand the design, implementation, and evaluation of educational research
- graduate programs in public school administration; community college and higher education administration, teaching, developmental education and adult education; library science; and educational media/instructional technology

General Information for All Students: A student working toward a degree and/or licensure in the Department of Leadership and Educational Studies must develop her/his Program of Study in consultation with an approved advisor. Degree students taking courses without being officially assigned an advisor and receiving the advisor’s approval do so at the risk of not having the courses approved as part of the degree program.

All electives must be approved by the student’s advisor in all programs. Students pursuing or holding graduate degrees in other departments, and also seeking administration and supervision licensure, must take the necessary courses and internship prescribed by the Department of Leadership and Educational Studies.

Courses in the MLS program are offered in a variety of ways including face-to-face, online, and a combination of online and face-to-face. The method of instruction depends on the course and instructor. Students need access to a computer with Broadband Internet access, a head set, and a microphone. Minimum requirements are Intel Dual Core or Core Duo (PC) 1.6GHz (XP) or 2.0GHz or Intel Mac 1.6GHz (OS 10.6 or Higher), 2GB memory, at least 128 MB memory, and have a video graphics card that supports DirectX 9.0+ and OpenGL 1.3+. Computers less than 2 years old are generally adequate. Additional Software may be required.

PROGRAM OF STUDY FOR THE MASTER OF LIBRARY SCIENCE IN LIBRARY SCIENCE, GENERAL

Admission Requirements: Baccalaureate degree* from an accredited college or university; [complete application to the Graduate School](#); official general GRE or MAT exam scores.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Note: Completing this program entitles students to apply for Public Librarian Certification from the North Carolina Public Librarian Certification Commission; in addition, students who hold NC "A" licensure and present passing scores on the specialty area PRAXIS/NTE are entitled to apply for 076 Media Coordinator Licensure from the North Carolina Department of Public Instruction. Students who do not hold a valid North Carolina teaching license will be required to take additional coursework and internship hours in order to seek 076 licensure.

Location: Online and Off-Campus cohorts begin periodically, and follow a part-time extended format. For information on upcoming off-campus cohorts, please contact the Office of Distance Education: <http://www.distance.appstate.edu>.

Course Requirements for the Master of Library Science (Major Code: 465A)	
Semester Hours Required (minimum): 36	

<p>Required Courses</p>	<ul style="list-style-type: none"> • LIB 5010: Collection Development and Management (3) • LIB 5020: Information Sources and Services (3) • LIB 5030: Organization of Information (3) • LIB 5042: Strategic Administration of Library Resources and Services (3) • LIB 5050: Technology and Libraries: Tools, Resources, and Issues (3) • LIB 5060: Building Connections Through Community and Culture (3) • LIB 5070: Integrating Literature and Media into Instruction (3) • LIB 5080: Collaborative Media Program Planning and Evaluation (3) • LIB 5195: Critical Issues in Literature and Media (3) • LIB 5525: Product of Learning (3) • RES 5000: Research Methods (3) • Select one of the following in consultation with an advisor – must be completed in a school media center under supervision of a licensed media coordinator: <ul style="list-style-type: none"> ◦ LIB 5900: Internship/Practicum (1+1+1=3) ◦ LIB 5910: Applications of Librarianship Standards (1+1+1=3) 	<p>36</p>
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Other Requirements for the MLS:

- **Thesis:** Not required
- **Proficiency:** Not required
- **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive:** Not required
- **Product of Learning:** Required

Related Course Listings

- [Library Science \(LIB\)](#)
- [Research \(RES\)](#)

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Master of Arts in Marriage and Family Therapy

Department of Human Development and Psychological
Counseling
Reich College of Education

Leroy Baruth, Chair and Professor
BaruthLG@appstate.edu

Nickolas Jordan, Graduate Program Director and Assistant Professor
JordanNA@appstate.edu

www.ced.appstate.edu/departments/hpc

The Department of Human Development and Psychological Counseling offers the Master of Arts in Marriage and Family Therapy (Major Code: 468A/51.1505).

In addition, the Department of Human Development and Psychological Counseling offers the Master of Arts in [College Student Development](#), the Master of Arts in [Clinical Mental Health Counseling](#), the Master of Arts in [Professional School Counseling](#), and Graduate Certificates in [Addiction Counseling and Expressive Arts Therapy](#). These programs are detailed under separate headings in this bulletin. A student proposing to major in any of the degree programs or to seek licensure through the department must be fully admitted as degree seeking.

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

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 Marriage & Family Therapy program is designed to prepare counselors to work specifically with families in a wide variety of work settings. The program meets the educational requirements for clinical membership in the American Association for Marriage and Family Therapy (AAMFT), and

North Carolina licensure.

Students who meet the general graduate school requirements are considered for admission into the Marriage and Family Therapy Program by the Admissions Committee. The committee is comprised of the MFT faculty. In reaching admissions decisions, the committee considers GPA, GPA in major, GPA in related courses, GRE scores, response to the departmental questionnaire, letters of reference and performance in an interview conducted by faculty and current students. There are circumstances in which exceptions may be made.

Accreditation: The Marriage and Family Therapy program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy, 1133 Fifteenth Street, N.W., Suite 300, Washington, DC 20005-2710, (202) 452-0109.

Master Of Arts Program Requirements/Options: The basic requirements for the program are listed below. In addition to the curriculum listed under each program, the following items apply:

- A first master's degree in Marriage and Family Therapy requires completion of a minimum of 48 semester hours of approved courses. The thesis option for Marriage and Family Therapy requires a minimum of 48 semester hours of approved course work plus thesis hours (4 s.h.) = 52 total hours.
- A second master's degree requires meeting all program course requirements with a minimum of 36 semester hours.
- Students in CACREP approved programs in the department must meet for a minimum of 10 clock hours in a planned group activity intended to provide direct experiences as a participant in a small group. This requirement is met during HPC 5790 and/or HPC 6720.
- On an individual basis, students may be required to receive professional counseling to aid them in their personal growth.
- 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.
- Permission forms to take practica and internships are available in the HPC office and must be completed prior to registration.
- Applicants for Marriage and Family Therapy are required to take the Graduate Record Exam (GRE) and have an interview.

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; a completed Department of Human Development and Psychological Counseling questionnaire.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus

**Course Requirements for the Master of Arts in Marriage and Family Therapy (Code: 468A)
Semester Hours Required (minimum): 52 (THESIS) or 48**

**Required
Courses**

Theoretical Foundations of Marital and Family Therapy:

- HPC 5270: Theories of Marriage and Family Therapy I (3)

Assessment and Treatment in Marital and Family Therapy:

- HPC 5271: Theories of Marriage and Family Therapy II (3)
- HPC 6270: Marriage and Family Counseling: Clinical Issues (3)
- HPC 6271: Theories of Marriage and Family Therapy III (3)
- HPC 6280: Assessment and Diagnosis in Marriage and Family Therapy (3)
- Choose one of the following 8 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)
 - HPC 6272: Marital and Couples Therapy (3)
 - HPC 6340: Ecotherapy (3)
 - HPC 6350: Body/Mind (3)
 - HPC 6730: Sexual Abuse Counseling (3)

Human Development and Family Studies:

- HPC 5110: Multicultural Counseling (3)
- HPC 5272: Individual and Family Development (3)
- HPC 6710: Human Sexuality (3)

Ethics and Professional Studies:

- HPC 5753: Legal and Ethical Issues in Marriage and Family Therapy (3)

Research:

- RES 5000: Research Methods (3)

Supervised Clinical Practice:

- HPC 6900: Internship in Marriage and Family Therapy (3+3+6 = 12)
(Instructors for HPC 6900 are AAMFT approved Supervisors or approved Supervisors in Training. The three internship semesters will cover the whole calendar year, including summer.)

- Choose one of the following courses, or another course may be selected upon approval by the student's advisor:
 - FCS 5100: Application and Theories of Child Development (3)
 - HPC 5130: Women's Issues in Counseling (3)
 - HPC 5210: Life and Career Planning (3)

45

Electives	<ul style="list-style-type: none"> ○ HPC 5220: Counseling Theory and Techniques (3) ○ HPC 5680: Counseling the Aging (3) ○ HPC 5850: Theory and Practice of Reality Therapy (3) ○ HPC 6160: Gestalt Therapy (3) ○ HPC 6290: Child and Adolescent Therapy (3) ○ HPC 6570: The Appalachian Addictions Institute (3) ○ HPC 6720: Group Counseling/Therapy (3) ○ HPC 6730: Sexual Abuse Counseling (3) ○ PSY 5552: Diagnosis and Psychopathology (3) ○ SOC 5560: Race and Minority Relations (3) ○ SOC 5800: Sociology of the Family (3) ○ HPC 5210: Life and Career Planning (3) 	3
Thesis Option (CHOOSE ONE)	<p>With Thesis</p> <ul style="list-style-type: none"> ● HPC 5999: Thesis (4) <p>OR</p> <p>Without Thesis</p> <ul style="list-style-type: none"> ● No additional coursework is required 	0 or 4

Other Requirements for the MA in Marriage and Family Therapy:

- **Thesis:** Optional
- **Proficiency:** None required
- **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive:** Required; students should take the required courses (excluding the Internship) prior to taking the comprehensive exam
- **Product of Learning:** None required

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

Related Course Listings

- [Family and Consumer Sciences \(FCS\)](#)
- [Human Development and Psychological Counseling \(HPC\)](#)
- [Psychology \(PSY\)](#)
- [Sociology \(SOC\)](#)

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Master of Arts in Mathematics Master of Arts in Mathematics Education

Department of Mathematical Sciences
College of Arts and Sciences

Mark C. Ginn, Chair and Associate Professor
GinnMC@appstate.edu

Holly Hirst, Graduate Program Director for Mathematics Education and
Professor
HirstHP@appstate.edu

Ross Gosky, Graduate Program Director for Mathematics and Associate
Professor
GoskyRM@appstate.edu

www.mathsci.appstate.edu

The Department of Mathematical Sciences offers following graduate degree programs:

- Master of Arts in Mathematics (Major Code: 264*/27.0101) with a concentration in College Teaching (264B)
- Master of Arts in Mathematics, Education (Major Code: 263*/13.1311) with a concentration in Secondary School Teaching (263S)[T]

NOTE: During the first semester of coursework, graduate students will meet with an advisor to design a program of study. Any subsequent changes in the program are made with the counsel and the approval of this committee.

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN MATHEMATICS WITH A CONCENTRATION IN COLLEGE TEACHING

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; undergraduate coursework in statistics, linear algebra, and analysis. In extenuating circumstances, an applicant may obtain

permission to remove deficiencies in coursework after entering the graduate program.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus

Course Requirements for the Master of Arts in Mathematics with a Concentration in College Teaching (Code: 264B) Semester Hours Required (minimum): 36		
Required Courses	<ul style="list-style-type: none"> • MAT 5415: Seminar in the Pedagogy of Mathematics (1+1+1=3) • MAT 5420: Teaching Apprenticeship (1+1+1=3) • MAT 5610: Analysis I (3) • MAT 5620: Analysis II (3) • STT 5860: Probability Models and Statistical Inference I (3) • STT 5865: Statistical Inference II (3) 	18
Related Coursework	<ul style="list-style-type: none"> • Choose two from the following courses. <ul style="list-style-type: none"> ◦ MAT 5125: History of Mathematics (3) ◦ MAT 5210: Abstract Algebra (3) ◦ MAT 5230: Linear Algebra (3) ◦ MAT 5330: Mathematical Models (3) ◦ MAT 5590: Advanced Topics in Differential Equations (3) 	6
Electives	6 s.h. of graduate courses; students may with permission take 3 s.h. outside of mathematical sciences. For students interested in pursuing careers at the college level the following are recommended: HE 5420, HE 5440, HE 5630, or HE 6090.	6
Capstone Component (CHOOSE ONE)	<p>Internship and Research</p> <ul style="list-style-type: none"> • HE 6900: Higher Education Internship/Field Study (3) • MAT 5600: Directed Research in Mathematical Sciences (3; may be taken as 1+1+1, 2+1, or 3) <p>OR</p> <p>Thesis</p> <ul style="list-style-type: none"> • MAT 5999: Thesis (6) <p>OR</p> <p>Course and Research</p>	6

- | |
|--|
| <ul style="list-style-type: none"> • MAT 5600: Directed Research in Mathematical Sciences (3; may be taken as 1+1+1, 2+1, or 3) • 3 s.h. of graduate coursework in the mathematical sciences |
|--|

Other Requirements for the MA in Mathematics:

- **Thesis:** Optional part of capstone
- **Proficiency:** Demonstrated proficiency in the use of technology, subject to the approval of the program director.
- **Candidacy:** Required for thesis option; awarded upon approval of thesis committee and prospectus
- **Comprehensive:** Written and oral examinations are required.
- **Product of Learning:** Not Required

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN MATHEMATICS EDUCATION WITH A CONCENTRATION IN SECONDARY SCHOOL TEACHING +

+Leads to NC Teacher Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; North Carolina “A” license or the equivalent from another state; undergraduate coursework in linear algebra, geometry, and either probability or statistics, as well as a sequence of courses in calculus. In extenuating circumstances, an applicant may obtain permission to remove deficiencies in coursework after entering the graduate program.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: Academic Year Off Campus; Summers On Campus

<p>Course Requirements for the Master of Arts in Mathematics Education with a Concentration in Secondary School Teaching (Code: 263S) Semester Hours Required (minimum): 36</p>		
<p>Required Courses</p>	<ul style="list-style-type: none"> • CI/SPE 5045: Advanced Topics in Diversity (3) • CI/LSA 5585: Teacher Leadership and School Improvement (3) • MAT 5520: Capstone Project in Secondary Education (2) • MAT 5525: Product of Learning (2) • MAT 5910: Investigation in the Teaching of Mathematics (2) • MAT 5920: Linear Algebra for Teachers (4) 	<p>24</p>

	<ul style="list-style-type: none"> • MAT 5930: Analysis for Teachers (4) • MAT 5950: Mathematical Modeling-Analytical Models (2) • MAT 5951: Mathematical Modeling-Empirical Models (2) 	
Electives	<ul style="list-style-type: none"> • 12 s.h. of graduate courses approved by the Graduate Advisory Committee; the list below contains <i>suggested</i> mathematics and statistics electives; up to 3 s.h. of graduate coursework in education may be chosen. <ul style="list-style-type: none"> ◦ 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) ◦ STT 5811: Statistical Concepts and Applications I (3) ◦ STT 5812: Statistical Concepts and Applications II With Probability Modeling (3) 	12

Other Requirements for the MA in Mathematics Education:

- **Thesis:** An optional part of Product of Learning
- **Proficiency:** Not required
- **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive:** Written and oral examinations are required.
- **Product of Learning:** Required

Related Course Listings

- [Curriculum and Instruction \(CI\)](#)
- [Higher Education \(HE\) and Leadership and School Administration \(LSA\)](#)
- [Mathematics \(MAT\) and Statistics \(STT\)](#)
- [Special Education \(SPE\)](#)

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Master of Arts in Middle Grades Education

Department of Curriculum and Instruction
Reich College of Education

Susan Colby, Interim Chair and Professor
ColbySA@appstate.edu

Tracy Smith, Graduate Program Director and Professor
SmithTW@appstate.edu

The Department of Curriculum and Instruction offers the Master of Arts in Middle Grades Education (Major Code: 472*/13.1203)[T], with four concentrations:

- Language Arts (472B)[T]
- Mathematics (472C)[T]
- Science (472D)[T]
- Social Studies (472E)[T]

This program leads to North Carolina master-level (M) licensure in middle grades teaching. The program seeks to prepare teachers who:

- Are knowledgeable about the developmental characteristics of young adolescents and are able to conceptualize and apply that knowledge in the classroom;
- Are knowledgeable about at least one subject area;
- Possess a clear, research-based knowledge of developmentally responsive instruction and schooling;
- Have the specialized skills and knowledge needed to provide middle grades students with effective instruction; and,
- Demonstrate a dedication to middle grades education based on an accurate middle grades knowledge base.

Location of Program: This program is offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started periodically, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Distance Education: www.distance.appstate.edu.

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN MIDDLE GRADES

EDUCATION +

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE or MAT exam scores; North Carolina “A” license or the equivalent from another state.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Course Requirements for the Master of Arts in Middle Grades Education Semester Hours Required (minimum): 39**		
Required Courses	<ul style="list-style-type: none"> ● CI 5525: Product of Learning (1-3) ● CI 5550: Successful Schools for Young Adolescents (3) ● CI/LSA 5585: Teacher Leadership and School Improvement (3) ● CI 5650: Middle Level Instruction and Assessment (3) ● CI 5750: Teaching Diverse Young Adolescents (3) ● CI 5850: Middle Level Curriculum (3) ● Choose one course from the three below: <ul style="list-style-type: none"> ○ CI/RE/RES/SPE 5040: Teacher as Researcher (3) ○ RES 5000: Research Methods (3) ○ RES 5560: Classroom Assessment (3) ● Choose one course from the two below: <ul style="list-style-type: none"> ○ CI 5630: Instructional Technology (3) ○ ITC 5220: Digital Technologies in Education (3) 	22 to 24
Academic Concentration Courses	<p>9-15 s.h. of graduate courses are selected with the advice and approval of the academic advisor from ONE of the following concentrations:</p> <ul style="list-style-type: none"> ● Language Arts Concentration (Code: 472B) ● Mathematics Concentration (Code: 472C) ● Science Concentration (Code: 472D) ● Social Studies Concentration (Code: 472E) 	9 to 15
Electives	<p>0-8 s.h. of graduate courses to be selected with the advice and approval of the academic advisor.</p>	0 to 8

Other Requirements for the MA in Middle Grade Education:

- **Thesis:** Not required
- **Proficiency:** Not required
- **Candidacy:** Not required
- **Comprehensive:** Not required
- **Product of Learning:** Required

** Students without teaching experience in the middle grades must successfully complete an internship by taking CI 5900 Internship/Practicum (3 s.h.). This may result in the total number of hours exceeding 39 s.h.

Related Course Listings

- [Curriculum and Instruction \(CI\)](#)
- [Instructional Technology Computers \(ITC\), Leadership and School Administration \(LSA\), and Research \(RES\)](#)
- [Reading Education \(RE\) and Special Education \(SPE\)](#)

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Graduate Certificate in Middle and Secondary Teaching

Department of Curriculum and Instruction
Reich College of Education

Susan Colby, Interim Chair and Professor
ColbySA@appstate.edu

Tracy Smith, Program Director and Professor
SmithTW@appstate.edu

<http://ci.appstate.edu/>

The Department of Curriculum and Instruction offers the graduate certificate in Middle and Secondary Teaching (446A/13.1206)[T] in cooperation with the Department of Technology and Environmental Design.

The following cognates are available:

- Middle Grades Education
- Business Education
- Technology Education (in conjunction with the Department of Technology and Environmental Design)

The program provides an initial teaching license for candidates who have earned a bachelor's degree from an accredited institution. Successful completers must meet all North Carolina Department of Public Instruction licensure requirements. This program is an accelerated teacher licensure program that leads its completers to both an initial teaching license and a graduate certificate in as little as a year of part-time coursework. The certificate program will expand on candidates' knowledge in the specific discipline area (undergraduate preparation) and further integrate teaching theory and practice as well as prepare them for today's culturally diverse and technology-enhanced classrooms.

The primary purpose of this program is to provide initial license and professional preparation for teaching areas that have high demand in North Carolina and the Southeastern United States. Individuals will be able to add a licensure area by taking the necessary 18 graduate-level hours to obtain the graduate certificate and be recommended by Appalachian State University for the A-level teaching license. Individuals seeking an initial A-level license will be required to complete the 18

graduate-level hours plus an additional three-hour internship/practicum in a North Carolina public school or approved alternate method for internship/practicum completion (e.g., securing a lateral entry teaching position).

This Graduate Certificate has been initially developed with middle grades and career/technical education cognates (including business education and technology education). The Graduate Certificate program is designed for individuals with related undergraduate degrees and preparation (e.g., business, pre-engineering, science, mathematics, history) who are either unemployed, underemployed, or seeking teaching credentials to allow for job transitions. In addition, current teachers who are interested in adding licensure in high-need areas or for other developmental age groups will benefit from this program.

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN MIDDLE AND SECONDARY TEACHING

Admission Requirements: Baccalaureate degree in a discipline related to the chosen teaching area from an accredited college or university; [complete application to the Graduate School](#). two letters of recommendation from persons who can attest to the applicant's academic competence or ability to complete graduate work; a writing sample.

Location: On Campus and Online

Course Requirements for the Graduate Certificate in Middle and Secondary Education (Code: 446A) Semester Hours Required (minimum): 18		
Required Courses	CI 5550: Successful Schools for Young Adolescents (3) CI 5630: Instructional Technology (3) Choose one of the following diversity courses: <ul style="list-style-type: none"> ● CI 5045: Advanced Topics in Diversity (3) ● CI 5750: Teaching Diverse Young Adolescents (3) <p><i>PRAXIS II exams and other specific requirements may be necessary to meet North Carolina A-Level Teaching License requirements. All candidates must meet individually with their program coordinator to determine other requirements, including a full-time or supervised student teaching experience.</i></p>	9
	Middle Grades Education <ul style="list-style-type: none"> ● CI 5650: Middle Level Instruction and Assessment (3) ● CI 5850: Middle Level Curriculum (3) ● Graduate level elective in the intended teaching discipline as approved by the middle grades advisor <p>OR</p> Business Education	

<p>Cognate Courses (CHOOSE ONE)</p>	<ul style="list-style-type: none"> • BE 5555: Advanced Methods in Teaching Business and Marketing Subjects (3) • BE 5565: Curriculum Development in Business and Marketing Education (3) • Graduate level elective in the intended teaching discipline as approved by the business education advisor <p>OR</p> <p>Technology Education</p> <ul style="list-style-type: none"> • TEC 5619: Curriculum Development in Career and Technology Education (3) • TEC 5660: Instructional Strategies in Career and Technology Education (3) • Graduate level elective in the intended teaching discipline as approved by the technology education advisor 	<p>9</p>
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Related Course Listings

- [Business Education \(BE\)](#)
- [Curriculum and Instruction \(CI\)](#)
- [Technology \(TEC\)](#)

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Master of Music in Performance Master of Music Therapy

The Mariam Cannon Hayes School of Music

William Peltó, Dean and Professor
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The Hayes School of Music offers the following graduate degree programs:

- **Master of Music in Performance (Major Code: 558* and 680*/50.0903) with the following concentrations:**
 - Collaborative Piano (558W)
 - Conduction (680B)
 - Music Composition (558Z)
 - **Instrument Concentrations: Performance/Bassoon (558B), Performance/Cello (558C), Performance/Clarinet (558D), Performance/Euphonium (558Y), Performance/Flute (558E), Performance/French Horn (558F), Performance/Guitar (558G), Performance/Harp (558H), Performance/Oboe (558I), Performance/Organ (558K), Performance/Percussion (558L), Performance/Piano (558M), Performance/Saxophone (558N), Performance/String Bass (558O), Performance/Trombone (558P), Performance/Trumpet (558Q), Performance/Tuba (558R), Performance/Viola (558T), Performance/Violin (558U), and Performance/Voice (558V)**
- **Master of Music Therapy (Major Code: 560A/51.2305)**

The **Master of Music Therapy (MMT)** degree is designed to prepare board-certified or board-eligible music therapists for advanced music therapy practice. In cooperation with their academic advisor, students select specialty areas and elective courses that will help meet their individual career objectives. Specialty areas are available in Addictions, Expressive Arts, Gerontology, Health Care,

Mental Health, Special Education, and General. The General Specialty Area is for students who, in consultation with their advisor, design their own specialty area. This degree is designed to meet the standards established by the American Music Therapy Association and the National Association of Schools of Music for the Master of Music Therapy degree.

The Music Therapy Equivalency is designed for students who hold undergraduate degrees in fields other than music therapy and who wish to prepare for professional certification as a music therapist. Students who hold baccalaureate degrees in fields other than music therapy are required to complete the requirements for the Music Therapy Equivalency prior to enrolling in advanced music therapy courses. The Equivalency requirements are available from the Hayes School of Music office, located in the Broyhill Music Center, or online at: <http://music.appstate.edu/academics/graduate-degrees/master-music-therapy/music-therapy-equivalency>

PROGRAM OF STUDY FOR THE MASTER OF MUSIC IN PERFORMANCE

Concentration Codes: Collaborative Piano (558W), Conducting (680B), Music Composition (558Z); Instrument concentrations: Performance/Bassoon (558B), Performance/Cello (558C), Performance/Clarinet (558D), Performance/Euphonium (558Y), Performance/Flute (558E), Performance/French Horn (558F), Performance/Guitar (558G), Performance/Harp (558H), Performance/Oboe (558I), Performance/Organ (558K), Performance/Percussion (558L), Performance/Piano (558M), Performance/Saxophone (558N), Performance/String Bass (558O), Performance/Trombone (558P), Performance/Trumpet (558Q), Performance/Tuba (558R), Performance/Viola (558T), Performance/Violin (558U), and Performance/Voice (558V)

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; successful audition before appropriate music faculty; proficiency in music theory, music history/literature, music performance, and music education.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus

Course Requirements for the Master of Music in Performance		
Semester Hours Required (minimum): 31 or 34 - varies by concentration - see below		
Required Courses	<ul style="list-style-type: none"> • AMU 6xxx: Applied Music (8) • MUS 5006: Philosophy of Music (3) • MUS 5170: Professional and Scholarly Practice for Musicians (2) • MUS 5013: History of Musical Style (3) • MUS 5018: Applied Area Literature – topics depend upon concentration (3) • MUS 5600: Analytical Techniques (3) 	22

Concentration (CHOOSE ONE)	<p>Collaborative Piano (Code: 558W) Semester hours required for the degree (minimum): 34</p> <ul style="list-style-type: none"> • MUS 5018: Applied Area Literature (1-3) • MUS 5100: Performance Ensemble (4) • MUS 5997: Practicum Experience (2) • MUS 5998: Master of Music in Performance Recital (2) • 3 s.h. of music electives chosen in consultation with an advisor 	<p>9 to 12</p>
	<p>OR Conducting Concentration (Code: 680B) Semester hours required for the degree (minimum): 33</p> <ul style="list-style-type: none"> • AMU 6xxx: Applied Music (4) • MUS 5160: Graduate Conducting Seminar (1+1+1+1) • 3 s.h. of music electives chosen in consultation with an advisor 	
	<p>OR Music Composition Concentration (Code: 558Z) Semester hours required for the degree (minimum): 31</p> <ul style="list-style-type: none"> • MUS 5100: Performance Ensemble (1+1=2) • MUS 5999: Thesis (2-4) • 3-5 s.h. of music electives chosen in consultation with an advisor 	
	<p>OR Other Performance Concentrations (Code: 558B through 558Y) Semester hours required for the degree (minimum): 31</p> <ul style="list-style-type: none"> • MUS 5100: Performance Ensemble (1+1+1+1=4) • MUS 5998: Master of Music in Performance Recital (2) • 3 s.h. of music electives chosen in consultation with an advisor 	

Other Requirements for the MM in Music Performance:

- **Thesis:** Required for Composition Concentration.
- **Proficiency:** None required
- **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive:** Written and oral examinations will be given.
- **Product of Learning:** None required

PROGRAM OF STUDY FOR THE MASTER OF MUSIC THERAPY (MMT)

Admission Requirements: Baccalaureate degree in music therapy* from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; proficiency in music theory, music history/literature, music performance, and professional music therapy competencies; submission of the Music Therapy Program questionnaire; live or taped audition.

*Prospective students who hold baccalaureate degrees in music, but not music therapy, may apply for admission to a combined Equivalency and Master of Music Therapy program. In this program, students complete both requirements for eligibility to sit for the examination administered by the Certification Board for Music Therapists and Master’s degree requirements. Students in the combined Equivalency/Master’s program may take only equivalency courses in the first year of enrollment and must complete all Equivalency requirements including the internship prior to enrolling in MUS 5050, MUS 5051, MUS 5061 or MUS 5900. Continuation in the MMT program requires a grade of at least a “B” (3.0) in music therapy courses taken in each of the first two semesters of the Equivalency program and a cumulative Equivalency GPA of 3.0. Completion of both the Equivalency and the MMT is likely to require 3-4 years of full-time study, including completion of clinical training.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus

Course Requirements for the Master of Music Therapy (Code: 560A) Semester Hours Required (minimum): 36		
Required Music Therapy Courses	<ul style="list-style-type: none"> • MUS 5050: Supervision and Collegiate Teaching in Music Therapy (2) • MUS 5051: Advanced Topics in Music Therapy (3) • MUS 5060: Bonny Method of GIM (SEE NOTE BELOW) (3) • MUS 5061: Advanced Clinical Improvisation (3) • MUS 5200: Music Therapy Laboratory (SEE NOTE BELOW) (0) • MUS 5900: Advanced Music Therapy Practicum (3) • Choose one of the following courses: <ul style="list-style-type: none"> ◦ MUS 5996: Creative Project in Music Therapy (4) ◦ MUS 5999: Thesis (4) • Select 3 s.h. of graduate research coursework in consultation with the MMT advisor. 	21
Elective Courses	3 s.h. of music or music therapy graduate courses	3
Specialty Area Courses	12 s.h. of graduate courses to be selected in consultation with the MMT advisor.	12

Other Requirements for the MMT:

- **Thesis:** Optional
- **Proficiency:** Not required
- **Candidacy:** Required; see the program director for specific timeline and requirements for

- admission to candidacy
- **Comprehensive:** Written and oral examinations will be given.
- **Product of Learning:** Not required

NOTES FOR THE MASTER OF MUSIC THERAPY PROGRAM:

MUS 5060, Bonny Method of GIM, requires participation in a 5- to 7-day intensive workshop that is conducted off-campus between academic terms and requires payment of workshop fees, in addition to tuition. This course may be repeated with permission of the MMT director for up to 9 hours of credit towards the MMT.

All students who hold the Bachelor's degree in music therapy are required to register for and successfully complete MUS 5200, Music Therapy Laboratory each semester in which they are enrolled. Equivalency/Master's students who have completed 5 s.h. of MUS 3900 Music Therapy Practicum are required to register for and successfully complete MUS 5200 Music Therapy Laboratory each subsequent semester in which they are enrolled.

Students who have not had a previous course in statistics must complete one course in statistics, in addition to the research course indicated above.(For an explanation of the course prefixes used in the following list of courses, see the index.)

Related Course Listings

- [Anthropology \(ANT\)](#)
- [Applied Music \(AMU\)](#)
- [Music \(MUS\)](#)
- [Psychology \(PSY\)](#)
- [Research \(RES\)](#)

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Master of Science in Nutrition

Department of Nutrition and Health Care Management
College of Health Sciences

Sarah Jordan, Chair and Professor
JordanSR@appstate.edu

Martin Root, Program Director and Associate Professor
RootMM@appstate.edu

nhm.appstate.edu

The Department of Nutrition and Health Care Management offers the Master of Science in Nutrition (841A/51.3101).

PROGRAM OF STUDY FOR THE MASTER OF SCIENCE IN NUTRITION

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; a verification statement or intent to complete form signed by the director of a Didactic Program in Dietetics (DPD) accredited by the Council for Education in Nutrition and Dietetics (ACEND); additional courses (up to 15 hours maximum) may be required if so indicated by the student's deficiencies.

To be considered for admission, applicants must meet or exceed the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus

Course Requirements for the Master of Science in Nutrition (Code: 841A)		
Required Courses	<ul style="list-style-type: none">• NUT 5000: Research Methods in Nutrition and Foods (3)• NUT 5205: Maternal and Child Nutrition (3)• NUT 5210: Nutrition for the Elderly (3)• NUT 5220: Advanced Concepts in Nutrition and Assessment (3)• NUT 5250: Dietetic Practice I (3)	33

	<ul style="list-style-type: none"> • NUT 5255: Dietetic Practice II (3) • NUT 5900: Internship (12) • ES 5592: Data Analysis in Sport and Exercise Science (3) 	
Thesis Option (CHOOSE ONE)	<p>With Thesis</p> <ul style="list-style-type: none"> • NUT 5999: Thesis (3-4) <p>OR</p> <p>Without Thesis</p> <ul style="list-style-type: none"> • NUT 5901: Research Project (3-4) 	3-4
Electives	<ul style="list-style-type: none"> • Select 2-3 s.h. of approved graduate electives 	2-3
Total Semester Hours Required for the Master of Science in Nutrition (841A)		39

NOTES:

Prerequisites: 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. See the program director for more information.

Registered Dietitian Eligible Status: Requirements for the completion of the Dietetic Internship (NUT 5250 and NUT 5255) are designed, and have been approved to meet the competencies as mandated by the Accreditation Council for Education in Nutrition and Dietetics.

Other Requirements for the MS:

- **Thesis:** Optional
- **Proficiency:** Not required
- **Candidacy:** Required; admission to candidacy requires successful completion of the written comprehensive examination and a positive assessment of professional conduct during the first year. See the department handbook for further information.
- **Comprehensive:** A written comprehensive examination is administered at the end of the first year. A poster of completed research must be presented at the end of the second year at one off-campus and one on-campus venue. An oral defense of the thesis is required when selecting the thesis option.
- **Product of Learning:** Not required

Related Course Listings

- [Exercise Science \(ES\)](#)
- [Nutrition \(NUT\)](#)

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Graduate Minor in Philosophy Graduate Minor in Religious Studies

Department of Philosophy and Religion
College of Arts and Sciences

Conrad Ostwalt, Jr., Chair and Professor
OstwaltCE@appstate.edu

www.philrel.appstate.edu

The Department of Philosophy and Religion offers graduate minors in Philosophy (104/38.0101) and in Religious Studies (105/38.0201).

PROGRAM OF STUDY FOR THE GRADUATE MINOR IN PHILOSOPHY (104)

A graduate minor in Philosophy consists of 8-12 semester hours of approved course work in Philosophy (PHL), except PHL 5989. Courses should be selected with the advice and approval of a graduate advisor.

PROGRAM OF STUDY FOR THE GRADUATE MINOR IN RELIGIOUS STUDIES (105)

A graduate minor in Religious Studies consists of 8-12 semester hours of approved course work in Religious Studies (REL), except REL 5989. Courses should be selected with the advice and approval of a graduate advisor.

Related Course Listings

- [Philosophy \(PHL\)](#)

- [Religious Studies \(REL\)](#)

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Master of Science in Engineering Physics Graduate Minor in Physics

Department of Physics and Astronomy
College of Arts and Sciences

Michael Briley, Chair and Professor
BrileyMM@appstate.edu

Jennifer Burris, Graduate Program Director and Associate Professor
BurrisJL@appstate.edu

physics.appstate.edu

The Department of Physics and Astronomy offers the following graduate program:

- Master of Science degree in Engineering Physics (113*/40.0801) with concentrations in
 - Systems and Laboratory Automation (113B)
 - Professional Science Master's in Instrumentation and Automation (113C)
 - Professional Science Master's in Nanoscience for Advanced Materials (113D)
- Graduate Minor in Physics (272/40.0801)

The MS program is designed to prepare individuals for technical careers in industrial, governmental, and independent laboratories as well as for teaching positions at the community college level. It may also serve as an intermediate step for those who later elect to pursue a Ph.D. in applied physics, engineering physics, engineering, or a related area.

Graduate students will choose a research area of Applied Physics, Atmospheric Physics, Biophysics and Optical Sciences, Nanoscience, Electronics Instrumentation, Optics Instrumentation, or Astronomical Instrumentation and Observations.

The concentration in Systems and Laboratory Automation is a more traditional MS program that contains thesis and non-thesis options. The other concentrations are professional science master's programs as described by the A. P. Sloan Foundation. In addition to 25-26 semester hours of required physics courses, the PSM concentration includes a required core of business and communications courses (12 semester hours). The PSM concentrations do not have a thesis option, but require an internship.

PROGRAM OF STUDY FOR THE GRADUATE MINOR IN PHYSICS (Code: 272)

A graduate minor in Physics consists of 8-12 semester hours selected from graduate level PHY offerings, except PHY 5989.

PROGRAM OF STUDY FOR THE MASTER OF SCIENCE IN ENGINEERING PHYSICS

Admission Requirements: Baccalaureate degree in physics, astronomy or any science or related area such as mathematics, computer science or engineering from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus

Course Requirements for the Master of Science in Engineering Physics Semester Hours Required: See specific concentrations below		
Required Courses	<ul style="list-style-type: none"> ● PHY 5002: Applied Physics Literature (1) ● PHY 5010: Applied Physics Colloquium (1) ● PHY 5740: Sensors and Transducers (4) 	6
	<p>Systems and Laboratory Automation Concentration (Code: 113B) Total hours required for degree: 30 (THESIS) or 36</p> <ul style="list-style-type: none"> ● PHY 5430: Digital Systems (4) ● PHY 5435: Laboratory Automation (4) ● PHY 5550: Directed Research in Applied Physics (1-3) ● Choose thesis or non-thesis option: <ul style="list-style-type: none"> ■ PHY 5999: Thesis (6) ■ 3 s.h. of graduate PHY electives ■ 4-6 s.h. of graduate electives ○ OR <ul style="list-style-type: none"> ■ 12 s.h. of graduate PHY electives ■ 7-9 s.h. of graduate electives <p>OR PSM in Instrumentation and Automation Concentration (Code: 113C) Total hours required for degree: 37-38</p> <ul style="list-style-type: none"> ● PHY 5020: Computational Methods in Physics and Engineering (3) ● PHY 5330: Digital Electronics (3) ● PHY 5730: Analog Systems (3) 	

**Concentration
(CHOOSE
ONE)**

- PHY 5735: Microcontrollers (3)
- PHY 5900: Internship (3)
- PHY 5910: Professional Science Colloquium (1)
- Choose one of the following courses:
 - PHY 5635: Advanced Microprocessor Interfacing and Robotics (4)
 - PHY 5520: Data Transmission and Signal Processing (3)
- Professional Core Courses:
 - 9 s.h. of graduate courses from Business chosen in consultation with the PSM advisor
 - 3 s.h. of graduate courses in technical communications (ENG, COM or equivalent)

OR

PSM in Nanoscience for Advanced Materials Concentration (Code: 113D)

Total hours required for degree: 41-42

- PHY 5620: Optics (4)
- PHY 5845: Nanoscience and Technology (3)
- PHY 5860: Physical Principles of Electron Microscopy (3)
- PHY 5861: Physical Principles of Electron Microscopy Laboratory (1)
- PHY 5900: Internship (1)
- PHY 5910: Professional Science Colloquium (1)
- Related Coursework:
 - CHE 5560: Instrumental Methods of Analysis (4)
 - Approved elective such as TEC 5530-5549: Selected Topics when topic is related to Materials Science (3)
 - Choose one of the following courses:
 - PHY 5020: Computational Methods in Physics and Engineering (3)
 - PHY 5530-5549: Selected Topics when topic is related to Materials Science (3-4)
- Professional Core Courses:
 - 9 s.h. of graduate courses from Business chosen in consultation with the PSM advisor
 - 3 s.h. of graduate courses in technical communications (ENG, COM or equivalent)

Other Requirements for the MS in Engineering Physics:

- **Thesis:** Optional
- **Proficiency:** Not required
- **Candidacy:** Required for thesis option; admission to candidacy is awarded upon approval of thesis committee and prospectus
- **Comprehensive:**
 - Systems and Laboratory Automation: A written comprehensive examination is required for the non-thesis option. An oral defense of the thesis is required for the thesis option (satisfies the comprehensive requirement).

- PSMs: The internship project report satisfies the comprehensive requirement for students in the PSM concentration.
- **Product of Learning:** Not required

Related Course Listings

- [Business Administration \(MBA\)](#)
- [Communication \(COM\)](#)
- [English \(ENG\)](#)
- [Physics \(PHY\)](#)

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Master of Arts in Political Science

Department of Government and Justice Studies
College of Arts and Sciences

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The Department of Government and Justice Studies offers the Master of Arts in Political Science (Major Code: 267*/45.1001) with concentrations in

- American Government (267C)
- Environmental Politics and Policy Analysis (267F)
- International Relations/Comparative Politics (267E)

The Department also offers a program in [Public Administration](#) (MPA), described under that heading in this bulletin. Graduate programs in the department are supervised by the departmental chair, the individual graduate program directors, and the graduate committee.

The Master of Arts program in political science is designed to prepare students for careers in a variety of government, educational, and private settings, and for further graduate work at the doctoral level. Students in our program may choose from one of three concentrations: American Government, Environmental Politics and Policy Analysis or International Relations/Comparative Politics. Our enrollment over the last 10 years has fluctuated between 15-20 students. With a student/faculty ratio of 3 to 1, we are able to provide our students with the individual attention they expect and deserve. While we have two basic curriculums, the interests and aspirations of our students are quite diverse and therefore we allow each student, in consultation with the Program Director, to develop a program of study which meets his or her unique interests and aspirations.

The **American Government** concentration promotes student understanding of the institutions of American Politics and the behavior of the public and political actors.

The **Environmental Politics and Policy Analysis** concentration promotes a multidisciplinary curriculum and provides students with the hard skills necessary for conducting analyses of environmental policy issues.

The **International Relations/Comparative Politics** concentration promotes student understanding of world politics and U.S. interactions with other nations.

While the issue content of each concentration varies, all three curriculums provide students with the methodological and analytic skills necessary for further graduate work at the doctoral level and careers in government, non-profit organizations, and the private sector.

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN POLITICAL SCIENCE

Admission Requirements: Baccalaureate degree with a major or minor in Political Science, Criminal Justice or a related field from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; two-page statement of intent explaining applicant's academic and professional goals in chosen concentration and the value of regional studies to the contemporary world; additional courses (up to 15 hours maximum) may be required if so indicated by the student's deficiencies.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On campus

<p>Course Requirements for the Master of Arts in Political Science Semester Hours Required (minimum): 30 (THESIS track in American Gov't or Int'l Relations) or 36 (THESIS track in Environmental Politics and Policy Analysis and all NON-THESIS tracks)</p>		
Required Course	PS 5001: Scope and Methods (3) PS 5002: Research Methods and Statistics (3)	6
	<p>American Government Concentration (24 or 30 s.h.) (Code: 267C)</p> <ul style="list-style-type: none"> ● PS 5030: Seminar in American Government and Politics (3) ● 9 s.h. from the following in consultation with the MA Advisor: <ul style="list-style-type: none"> ○ CJ 5150: The American Justice System and Social Justice (3) ○ CJ/PA 5180: Public Policy Analysis and Program Evaluation (3) ○ PS 5010: Seminar in Political Philosophy (3) 	

- PS 5100: Seminar in Congressional Politics (3)
- PS 5110: Campaigns and Elections (3)
- PS 5130: Appalachian Political Perspectives (3)
- PS 5135: Readings and Research in American Politics (3)
- PS 5145: American Political Parties and Interest Groups (3)
- PS 5155: Seminar in Political Behavior (3)
- PS 5330: Problems in State and Local Government (3)
- PS 5400: Washington at Work (3)
- PS 5530-5549: Selected Topics (1-4)
- PS 5710: American Political Thought (3)
- Thesis Option (choose one):
 - With Thesis (12 s.h.)
 - PS 5998: Thesis Preparation (3)
 - PS 5999: Thesis (3)
 - And 6 s.h. of graduate electives selected in consultation with the MA Advisor.
 - OR Without Thesis (18 s.h.)
 - PS 5800: Directed Research (3) OR PS 5900: Internship in Public Affairs (3)
 - And 15 s.h. of graduate electives selected in consultation with the MA Advisor.

OR

**Environmental Politics and Policy Analysis Concentration (30 s.h.)
(Code: 267F)**

- PS 5150: Seminar in Public Policy (3)
- PS 5670: Advanced Environmental Politics (3)
- ECO 5621: Advanced Environmental Economics (3)
- ECO 5660: Benefit Cost Analysis (3)
- 12-15 s.h. chosen from the following in consultation with the MA Advisor:
 - CJ/PA 5180: Public Policy Analysis and Prog. Evaluation (3)
 - PS 5020: Pro-Seminar in International Relations (3)
 - PS 5030: Seminar in American Government and Politics (3)
 - PS 5120: Readings and Research in International Relations (3)
 - PS 5125: Readings and Research in Comparative Politics (3)
 - PS 5135: Readings and Research in American Politics (3)
 - PS 5145: American Political Parties and Interest Groups (3)
 - PS 5330: Problems in State and Local Government (3)
 - PS 5800: Directed Research (3)
 - PA 5060: Seminar in Public Administration (3)
 - PA 5665: Public Management (3)
 - ECO 5150: Business Economics (3)
 - ECO 5500: Independent Study (1-4)
 - GHY 5812: Advanced GIS (3)
 - PLN 5450: Planning for Sustainable Communities (3)
 - PLN 5460: Environmental Policy and Planning (3)
- Thesis or Internship Option (choose one):

**Concentration
(CHOOSE
ONE)**

24 or 30

- With Thesis
 - PS 5998: Thesis Preparation (3)
 - PS 5999: Thesis (3)
- OR With Internship
 - PS 5900: Internship in Public Affairs (3)

OR

International Relations/Comparative Politics Concentration (24 or 30 s.h.)(Code: 267E)

- PS 5020: Pro-Seminar in International Relations (3)
- PS 5040: Pro-Seminar in Comparative Politics (3)
- 6 s.h. from the following in consultation with the MA Advisor:
 - PS 5010: Seminar in Political Philosophy (3)
 - PS 5120: Readings and Research in International Relations (3)
 - PS 5125: Readings and Research in Comparative Politics (3)
 - PS 5155: Seminar in Political Behavior (3)
 - PS 5400: Washington at Work (3)
 - PS 5530-5549: Selected Topics (1-4)
 - PS 5721: Human Rights (3)
 - PS 5722: U.S. Foreign Policy (3)
 - PS 5741: European Governments and Politics (3)
 - PS 5743: The European Union (3)
 - PS 5744: Middle East Politics (3)
 - PS 5745: African Politics (3)
 - PS 5748: Latin American Politics (3)
- Thesis Option (choose one):
 - With Thesis (12 s.h.)
 - PS 5998: Thesis Preparation (3)
 - PS 5999: Thesis (3)
 - And 6 s.h. of graduate electives selected in consultation with the MA Advisor.
 - OR Without Thesis (18 s.h.)
 - PS 5800: Directed Research (3) OR PS 5900: Internship in Public Affairs (3)
 - And 15 s.h. of graduate electives selected in consultation with the MA Advisor.

Other Requirements for the MA in Political Science:

- **Thesis:** Optional
- **Proficiency:** Students must demonstrate a proficiency in reading a foreign language or quantitative analysis as a research tool. The department may determine the proficiency required.
- **Candidacy:** Required for thesis option; awarded upon approval of thesis committee and prospectus
- **Comprehensive:** During the final semester of course work, candidates must pass a written comprehensive examination.
- **Product of Learning:** Not required

Related Course Listings

- [Economics \(ECO\)](#)
- [Criminal Justice \(CJ\), Political Science \(PS\), and Public Administration \(PA\)](#)
- [Geography \(GHY\) and City and Regional Planning \(PLN\)](#)



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Master of Arts in Industrial-Organizational Psychology and Human Resource Management Master of Arts in Psychology Master of Arts/Specialist in School Psychology Graduate Minor in Psychology

**Department of Psychology
College of Arts and Sciences**

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The Department of Psychology offers the following graduate programs:

- **Master of Arts in Industrial-Organizational Psychology and Human Resource Management (Major Code: 258A/42.2804)**
- **Master of Arts in Psychology (Major Code: 145*/42.0101)**

- **Clinical (145C)**
- **Experimental (145B)**
- **Master of Arts/Specialist in School Psychology (Major Code: 125A/42.2805) [T]**
- **Graduate minor in Psychology (276/42.0101)**

Students enrolled in all programs are required to complete a 12-hour core sequence of courses in general psychology and research methods, earn a passing score on a comprehensive exam, and score above the 60th percentile on the GRE Psychology Subject Test or Academic Concentration Achievement Test (ACAT) prior to graduation.

Industrial-Organizational Psychology and Human Resource Management: The Department of Psychology participates jointly with the Department of Management to offer an interdisciplinary Master of Arts degree in Industrial/Organizational Psychology & Human Resource Management. This interdisciplinary M.A. degree is designed to equip students with advanced specialized training in human resource management. Students will have the opportunity to develop knowledge of theories, methods, and research findings and to acquire skills in applying this knowledge to organizational activities such as employee recruitment, selection, motivation, training and development, and performance appraisal. The program consists of 48 semester hours that include required course work in both the Psychology Department and the Management Department. Either an internship or a thesis is required.

Psychology: The Master of Arts in Psychology has two concentrations: Clinical and Experimental.

The primary purpose of the Clinical concentration is to prepare the student to function competently in a variety of applied psychological, medical or integrative health care settings by developing evidence-based clinical skills. Through a program of course work, research training, and strong experiential learning requirements (practica and an internship), students develop multiple applied competencies, including diagnostic interviewing, cognitive and personality assessment, and prevention and intervention skills (e.g., psychotherapy, behavioral medicine, community level). Using a scientist-practitioner model, graduates are prepared for professional practice with eligibility for licensure as Licensed Psychological Associates in North Carolina, and are also prepared to pursue doctoral training.

The primary purpose of the Experimental concentration is to provide a sound program of intensive course work and independent research beyond the bachelor's degree, 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.

School Psychology: The School Psychology program has been approved by the National Association of School Psychologists since 1991. Our program provides learning experiences grounded in the scientist-practitioner model that enable our students to become well-rounded, effective school psychologists. Our graduates are prepared to work with diverse populations in a variety of education-related settings and to practice competently, ethically, and from a scientific perspective in the major domains of school psychology practice, including consultation, assessment, prevention, intervention, training, diversity, home-school collaboration, and applied research. The program consists of 72 semester hours and requires three years of full-time study, including a year-long, full-time internship and completion of the PRAXIS-II exam in School Psychology. Upon successful completion of all program requirements, graduates earn Master of Arts and Specialist in School Psychology degrees and are eligible for licensure by the NC Department of Public Instruction as Level II School Psychologists and for the Nationally Certified School Psychologist credential; they also may apply for NC licensure as Licensed Psychological Associates.

For more information about the programs offered, please refer to:

<http://www.psych.appstate.edu/gradprograms.html>

PROGRAM OF STUDY FOR THE GRADUATE MINOR IN PSYCHOLOGY (Code: 276)

A graduate minor in Psychology consists of 9-12 semester hours of graduate PSY courses, including PSY 5655, Contemporary Issues in Psychology, with the remaining courses to be planned in consultation with an adviser in the Department of Psychology. Therapy, assessment, and practicum courses, and PSY 5989 may not be included in the minor.

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN INDUSTRIAL- ORGANIZATIONAL PSYCHOLOGY AND HUMAN RESOURCE MANAGEMENT

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; completion of courses in General Psychology and Introductory Statistics; statement not exceeding two pages describing the applicant's academic and professional goals.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting these criteria does not guarantee admission.

Location: On campus

Course Requirements for the Master of Arts in Industrial-Organizational Psychology and Human Resource Management (Code: 258A) Total Semester Hours Required (minimum): 48		
General Psychology Required Courses	<ul style="list-style-type: none"> • 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) 	12
Functional Interdisciplinary Core	<ul style="list-style-type: none"> • MGT 5040: Employment Law (3) • MGT 5160: Strategic Human Resource Management (3) • PSY/MGT 5065: Organizational Development (3) • PSY/MGT 5660: Staffing (3) • PSY/MGT 5661: Performance Management (3) • PSY/MGT 5671: Training and Development (3) • PSY/MGT 5672: Advanced Organizational Psychology (3) 	21
	Thesis	

Thesis or Internship Option (CHOOSE ONE)	<ul style="list-style-type: none"> • PSY 5998: Thesis Proposal (3) • PSY 5999: Thesis (3) <p style="text-align: center;">OR</p> <p>Internship (Select ONE)</p> <ul style="list-style-type: none"> • PSY 5900: Internship (6) • MGT 5900: Internship (6) 	6
Elective Courses	9 s.h. of graduate electives	9

Other Requirements for the MA in I-O Psychology and HRM:

- **Thesis:** Optional
- **Proficiency:** Statistics proficiency met by completion of PSY 5020
- **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive:** Each candidate will satisfactorily complete both a comprehensive oral exam administered by Program Faculty and a psychology subject exam (either the GRE subject test or the ACAT).
- **Product of Learning:** None required

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN PSYCHOLOGY

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; completion of approved courses (or demonstrated competence in the subject matter) in General Psychology and Research Methods (including statistics) for both concentrations and in Abnormal Psychology for the Clinical concentration; statement not exceeding two pages describing the applicant’s academic and professional goals. Applicants should describe their research interests and identify a potential mentor from the Psychology faculty. Applicants to the Clinical concentration who make the first cut will be invited for an interview.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting these criteria does not guarantee admission.

For applicants seeking admission in the Clinical concentration, successful admission will be contingent upon completion of a Criminal Background Check that will be reviewed by the Clinical Admissions Committee and the Graduate School. The Criminal Background Check is required for licensure as a psychological associate and because psychology trainees are placed in professional agencies with policies regarding criminal histories. Applicants who are recommended for admission will be contacted with instructions.

Location: On campus

**Course Requirements for the Master of Arts in Psychology (Code: 145*) Total Semester Hours Required (minimum): 33 (Experimental Concentration); 57 (Clinical Concentration)
Total Semester Hours Required (minimum): 33**

<p>Required Courses</p>	<ul style="list-style-type: none"> ● PSY 5020: Research Methods in Psychology (3) ● PSY 5150: Pro-Seminar I: Learning and Cognition (3) ● PSY 5250: Pro-Seminar III: Biopsychology and Developmental Psychology (3) 	<p>9</p>
<p>Concentration (CHOOSE ONE)</p>	<p>Clinical Psychology Concentration (Code: 145C)</p> <ul style="list-style-type: none"> ● PSY 5552: Diagnosis and Psychopathology (3) ● PSY 5583: Health Psychology and Behavioral Medicine(3) ● PSY 5584: Community Psychology (3) ● PSY 5700: Cognitive Assessment (3) ● PSY 5701: Personality Assessment (3) ● PSY 5705: Psychotherapy: Foundations and Ethics (3) ● PSY 5713: Child Psychopathology (3) ● PSY 5714: Psychotherapy Interventions I (3) ● PSY 5715: Psychotherapy Interventions II (3) ● PSY 5904: Practicum I - Clinical Health Psychology (3) ● PSY 5905: Practicum II - Clinical Health Psychology (3) ● PSY 6900: Internship - Clinical Health Psychology (6) ● Thesis option (Choose one): <ul style="list-style-type: none"> ○ <i>With Thesis</i> <ul style="list-style-type: none"> ■ PSY 5030: Quantitative Methods in Psychology (3) ■ PSY 5998: Thesis Proposal (3) ■ PSY 5999: Thesis (3) OR ○ <i>Without Thesis</i> Select 6 s.h. of electives with approval of an advisor, and Choose one of the courses below: <ul style="list-style-type: none"> ■ PSY 5030: Quantitative Methods in Psychology (3) ■ PSY 5200: Pro-Seminar II: Social and Personality Psychology (3) <p>OR</p> <p>Experimental Psychology Concentration (Code: 145B)</p> <ul style="list-style-type: none"> ● PSY 5010: Research Seminar (3) ● PSY 5030: Quantitative Methods in Psychology (3) ● PSY 5200: Pro-Seminar II: Social and Personality Psychology (3) ● PSY 5530-5549: Selected Topics (two courses) (6) ● PSY 5640: Seminar (3) ● PSY 5998: Thesis Proposal (3) ● PSY 5999: Thesis (3) 	<p>24 or 48</p>

Other Requirements for the MA in Psychology:

- **Thesis:** Required (Experimental concentration); Optional (Clinical concentration)
- **Proficiency:** Statistics proficiency met by completion of PSY 5020
- **Candidacy:** Required for both concentrations. For Experimental students, candidacy is granted upon approval of thesis committee and prospectus. For Clinical students, candidacy is granted upon approval of thesis committee and prospectus (thesis track only), successful completion of PSY 5904, and approval of program faculty.
- **Comprehensive:** Each candidate will satisfactorily complete a comprehensive examination by scoring at or above the 60th percentile of the GRE subject test or scoring at the 70th percentile on the Area Concentration Achievement Test (ACAT). In addition, Clinical students will have a concentration specific examination administered during the fourth semester in the program.
- **Product of Learning:** Not required

PROGRAM OF STUDY FOR THE MASTER OF ARTS/SPECIALIST IN SCHOOL PSYCHOLOGY

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; completion of approved courses in Psychological Tests & Measurements, General Psychology, and Research Methods, including Statistics, or demonstrated competence in these areas; statement not exceeding two pages describing the applicant's rationale and "fitness" for pursuing graduate training in School Psychology. Applicants who make the first cut will be invited for an interview.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting these criteria does not guarantee admission.

Candidates will be subject to criminal background checks (CBCs) prior to participation in required training experiences in the public schools. Continued enrollment in the program requires that CBCs reveal no criminal offenses that would preclude employment in the public schools of North Carolina.

Location: On campus

Course Requirements for the Master of Arts and Specialist in School Psychology (Code: 125A) Total Semester Hours Required (minimum): 72		
Required	<ul style="list-style-type: none"> • PSY 5020: Research Methods in Psychology (3) • PSY 5150: Pro-Seminar I: Learning and Cognition (3) • PSY 5250: Pro-Seminar III: Biopsychology and Developmental Psychology (3) • PSY 5555 Advanced Educational Psychology (3) • PSY 5702: Psychoeducational Assessment for Intervention - I (3) • PSY 5703: Psychoeducational Assessment for Intervention - II (3) • PSY 5704: Emotional/Behavioral Assessment for Intervention (3) • PSY 5713: Child Psychopathology (3) • PSY 5716: Interventions for Children and Adolescents (3) 	63

Courses	<ul style="list-style-type: none"> • PSY 5800: Applied Behavior Management (3) • PSY 5810: Functions and Ethics of the School Psychologist (3) • PSY 5820: Psychoeducational Prevention and Intervention (3) • PSY 5901: Practicum I (3) • PSY 5902: Practicum II (3) • PSY 6900: Internship (6 in Fall + 6 in Spring =12) • HPC 5220: Counseling Theory and Techniques (3) • HPC/PSY 6620: School-Based Consultation (3) • RE 5715: Reading Assessment and Correction (3) 	
Thesis Option (CHOOSE ONE)	<p>Thesis</p> <ul style="list-style-type: none"> • PSY 5030: Quantitative Methods in Psychology (3) • PSY 5998: Thesis Proposal (3) • PSY 5999: Thesis (3) <p>OR</p> <p>Non-Thesis</p> <ul style="list-style-type: none"> • PSY 5040: Applied Psychological Research and Evaluation (3) • 6 s.h. of approved graduate electives 	9

Other Requirements for the MA/SSP in School Psychology:

- **Thesis:** Optional
- **Proficiency:** Statistics proficiency met by completion of PSY 5020
- **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive:** Each candidate will satisfactorily complete the first component of the comprehensive exam by scoring at or above the 60th percentile of the GRE subject test or score at the 60th percentile on the Area Concentration Achievement Test (ACAT). Each candidate will also satisfactorily complete the Praxis II Examination in School Psychology administered through ETS.
- **Product of Learning:** Not required

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Master of Public Administration

Department of Government and Justice Studies
College of Arts and Sciences

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www.mpa.appstate.edu

The Department of Government and Justice Studies offers the Master of Public Administration (MPA) (Major Code: 279*/44.0401), with four concentrations:

- Administration of Justice (279D)
- Not-for-Profit Management (279F)
- Public Management (279B)
- Town, City and County Management (279C)

The Department of Government and Justice Studies also offers a program in [Political Science](#) (MA), described under that heading in this bulletin. Graduate programs in the department are supervised by the departmental chair, the individual graduate program directors, and the graduate committee.

Location of Program: This program is offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started periodically, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Distance Education: www.distance.appstate.edu.

The MPA program is designed to ensure that students become proficient in the knowledge, skills and ethical values needed to become effective managers of public sector agencies (on the federal, state, and local levels) and not-for-profit organizations. Our graduates serve as town and county managers, economic developers, agency directors, and are employed in leadership roles in public safety and nongovernmental agencies. Over 400 graduates have completed the MPA degree at Appalachian since its inception in 1988.

Students in the MPA program are required to choose one of the following open concentrations:

- **Administration of Justice Concentration (279D):** This concentration is designed to prepare persons for administrative/management positions in a variety of law enforcement, court, and correctional agencies at the local, state and federal levels.
- **Not-for-Profit Management Concentration (279F):** This concentration is designed to prepare individuals for management and policy positions in governmental and not-for-profit organizations.
- **Public Management Concentration (279B):** This concentration is designed to allow individuals to develop a program to suit specific needs in such areas as budget analyst, personnel administration, etc., or to prepare students with a generalist background in public administration.
- **Town, City and County Management Concentration (279C):** This concentration is designed to prepare persons for managerial roles in towns, cities, and county governments or in organizations and agencies related to towns and counties.

MASTER OF PUBLIC ADMINISTRATION (MPA)

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). In addition, the program faculty will give preference to applicants who meet or exceed the following: Undergraduate GPA > 3.00 and/or GRE Verbal > 25th percentile and GRE Quantitative > 25th percentile. Meeting this condition does not guarantee admission.

Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Course Requirements for the Master of Public Administration Semester Hours Required (minimum): 42		
Required Courses	<ul style="list-style-type: none"> • PA 5000: Research Methods (3) • PA 5060: Seminar in Public Administration (3) • PA 5180: Public Policy Analysis and Program Evaluation (3) • PA 5260: Organization Theory and Behavior (3) • PA 5360: Public Personnel Administration (3) • PA 5460: Budgeting and Fiscal Administration (3) • PA 5558: Capstone Research (1) • PA 5559: Capstone in Public Administration (2) 	21
	<p>Administration of Justice Concentration (Code: 279D)</p> <ul style="list-style-type: none"> • 9 s.h. of graduate courses chosen from the following courses: <ul style="list-style-type: none"> ◦ CJ/PS 5050: Seminar in Public Law & Judicial Behavior (3) ◦ CJ 5060: Administration of Justice (3) ◦ CJ 5150: The American Justice System and Social Justice (3) ◦ CJ 5625: Seminar in Police and Society (3) 	

Concentration (CHOOSE ONE)	<ul style="list-style-type: none"> ○ CJ 5660: Crime, Theory and Policy (3) ● 3 s.h. of graduate elective coursework from outside the program ● 3 s.h. chosen from the following electives: <ul style="list-style-type: none"> ○ CJ 5500: Independent Study (3) ○ CJ/PS 5661: Court Administration (3) ○ CJ 5670: Crime Analysis and Criminal Justice Planning (3) ○ CJ 5680: Organized Crime (3) ○ CJ 5805: Directed Research (3) <p>OR</p> <p>Not-for-profit Management Concentration (Code: 279F)</p> <ul style="list-style-type: none"> ● PA 5270: Not-for-Profit Organizations (3) ● PA 5271: Grants Strategies and Preparation (3) ● PA 5665: Public Management (3) ● 6 s.h. of graduate courses in consultation with the MPA Director, including 3 s.h. of graduate coursework from outside the program <p>OR</p> <p>Public Management Concentration (Code: 279B)</p> <ul style="list-style-type: none"> ● 15 s.h. of graduate courses in consultation with the MPA director, including 3 s.h. of graduate elective coursework from outside the program <p>OR</p> <p>Town, City and County Management Concentration (Code: 279C)</p> <ul style="list-style-type: none"> ● 15 s.h. from the following courses <ul style="list-style-type: none"> ○ GHY/PLN 5400: Planning Theory and Process (3) ○ PS 5330: Problems in State and Local Government (3) ○ PA 5560: Local Government Administration (3) ○ PA 5665: Public Management (3) ○ PLN 5431: Planning Methods and Techniques (3) ○ PLN 5730: Land Use Controls, Planning Law, and Ethics (3) 	15
Fieldwork / Internship Option (CHOOSE ONE)	<p>Internship for Pre-service Students</p> <ul style="list-style-type: none"> ● PA 5900: Internship in Public Administration (3+3 or 6) <p>OR</p> <p>Field Research Option for In-service Students</p> <ul style="list-style-type: none"> ● PA 5010: Field-based Research (3) ● One additional graduate course (3) 	6

Other Requirements for the MPA:

- **Thesis:** Not required

- **Proficiency:** Students must demonstrate a proficiency in reading a foreign language or quantitative analysis as a research tool. The department may determine the proficiency required.
- **Candidacy:** Not required
- **Comprehensive:** Successful completion of a capstone experience (PA 5558 plus PA 5559) fulfills the requirement for a comprehensive examination.
- **Product of Learning:** Not required

Related Course Listings

- [Business Administration \(MBA\)](#)
- [Communication \(COM\)](#)
- [Criminal Justice \(CJ\), Political Science \(PS\), and Public Administration \(PA\)](#)
- [Geography \(GHY\) and City and Regional Planning \(PLN\)](#)
- [Management \(MGT\)](#)

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Master of Arts in Reading Education Post-Master's Graduate Certificate in Reading Education

Department of Reading Education and Special Education
Reich College of Education

Woodrow Trathen, Acting Chair, TrathenWR@appstate.edu

rese.appstate.edu

The Department of Reading Education and Special Education offers the following graduate programs related to reading education:

- **Master of Arts in Reading Education, General (Major Code: 477*/13.1315), with two concentrations:**
 - **Adult Literacy (477B)**
 - **Classroom/Clinical (leads to advanced teaching licensure) (477E)[T]**
- **Post-Master's Graduate Certificate in Reading Education (475A/13.1315)**

The Master of Arts degree in Reading Education, General has two concentrations: Adult Literacy and Classroom/Clinical. Each concentration provides a well-balanced program of academic and practicum experiences designed to produce graduates capable of providing quality services to the region, state, and nation. The Adult Literacy concentration prepares instructors and administrators to deliver and coordinate literacy services for adults seeking to improve their reading and writing skills. 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 Master (M) level teaching licensure.

Location of Program: The MA and certificate programs are offered on campus in Boone in the format described in this Bulletin. The programs are also offered off campus in a part-time format, and applications are accepted on a rolling basis. For information on upcoming off-campus locations, please contact the Office of Distance Education: <http://www.distance.appstate.edu>.

PROGRAM OF STUDY FOR THE POST-MASTER'S GRADUATE CERTIFICATE IN READING EDUCATION

This certificate does not lead to NC licensure.

Admission Requirements: Master's degree in Reading or a related field from an accredited college or university; [complete application to the Graduate School](#); official GRE or MAT scores.

Location: On Campus and Off Campus; Off-Campus applications are accepted on a rolling basis; please contact the Office of Distance Education for locations (<http://www.distance.appstate.edu>).

Course Requirements for the Post-master's Graduate Certificate in Reading Education (Code: 475A) Semester Hours Required (minimum): 18		
Required Courses	<ul style="list-style-type: none">• RE 6120: Psychological Processes in Reading (3)• RE 6568: Language and Linguistics in Reading (3)• RE 6575: Technology and Literacy (3)• RE 6700: Historical Trends in Reading Theory and Research (3)• RE 6731: Advanced Issues in Literacy and Learning (3)• RE 6735: Severe Reading Disability (3)	18

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN READING EDUCATION, GENERAL WITH A CONCENTRATION IN ADULT LITERACY

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE or MAT exam scores.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus and Off Campus; Off-Campus applications are accepted on a rolling basis; please contact the Office of Distance Education for locations (<http://www.distance.appstate.edu>).

Course Requirements for the Master of Arts in Reading Education, General with a Concentration in Adult Literacy (Code: 477B) Semester Hours Required (minimum): 36 (THESIS) or 39		
Required Courses	<ul style="list-style-type: none">• Required Research Course: (choose one)<ul style="list-style-type: none">◦ CI/RE/RES/SPE 5040: Teacher as Researcher (3)◦ RES 5000: Research Methods (3)◦ RES 5560: Classroom Assessment (3)• Required Practicum Course: (choose one)<ul style="list-style-type: none">◦ RE 5725: Practicum in the Clinical Teaching of Reading	6

	(3) <ul style="list-style-type: none"> o RE 5735: Practicum in Teaching Severely Disabled Readers (3) 	
Concentration Courses	<ul style="list-style-type: none"> • HE 5630: The Adult Learner (3) • RE 5100: Teaching Beginning Readers and Writers (3) • RE 5710: Seminar in Reading and Language Arts Research (3) • RE 5715: Reading Assessment and Correction (3) • RE 5730: Reading and Writing Instruction for Intermediate and Advanced Learners (3) • RE 5760: Adult Literacy Instruction (3) 	18
Thesis Option (CHOOSE ONE)	<p>With Thesis (12 s.h.)</p> <ul style="list-style-type: none"> • RE 5999: Thesis (3) • 9 s.h. of graduate electives chosen with the graduate advisor's approval, see the Reading Education, Adult Literacy concentration check sheet for a list of suggested electives <p>OR</p> <p>Without Thesis (15 s.h.)</p> <ul style="list-style-type: none"> • RE 5525: Product of Learning (3) • 12 s.h. of graduate electives chosen with the graduate advisor's approval, see the Reading Education, Adult Literacy concentration check sheet for a list of suggested electives 	12 (thesis) OR 15

Other Requirements for the MA in Reading Education, General (Adult Literacy Concentration):

- **Thesis:** Optional
- **Proficiency:** None required
- **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive:** Required
- **Product of Learning:** RE 5525 is required unless thesis option is selected.

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN READING EDUCATION, GENERAL WITH A CONCENTRATION IN CLASSROOM/CLINICAL+

+Advanced Licensure: Requirements for this concentration were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North

Carolina Excellent Schools Act for Master-level teacher education programs.

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE or MAT exam scores; North Carolina “A” teaching license or the equivalent from another state; a letter of intent addressed to the reading faculty specifying current teaching position, if applicable, teaching goals, and reasons for seeking admission to the reading program; a copy of current teaching license.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). In addition, the program faculty will give preference to applicants who meet or exceed the following: GPA of 3.0 cumulative or in the last 60 hours of undergraduate work and official GRE scores or official MAT scores. Meeting this condition does not guarantee admission.

Location: On Campus and Off Campus; Off-Campus applications are accepted on a rolling basis; please contact the Office of Distance Education for locations (<http://www.distance.appstate.edu>).

Course Requirements for the Master of Arts in Reading Education, General with a Concentration in Classroom/Clinical (Code: 477E) Semester Hours Required (minimum): 36 (THESIS) or 39		
Required Courses	<ul style="list-style-type: none"> ● Required Research Course: (choose 3 s.h.) <ul style="list-style-type: none"> ○ CI/RE/RES/SPE 5040: Teacher as Researcher (3) ○ RES 5000: Research Methods (3) ○ RES 5560: Classroom Assessment (3) ● Required Social/Anthropological/Philosophical Foundations Course: (choose 3 s.h.) <ul style="list-style-type: none"> ○ FDN 5840: Social and Philosophical Foundations of Education (3) ○ Equivalent graduate course approved by the advisor* (3) 	6
Concentration Courses	<ul style="list-style-type: none"> ● RE 5100: Teaching Beginning Readers and Writers (3) ● RE 5130: Teaching the Language Arts (3) ● RE 5140: Advanced Study of Children’s Literature (3) ● RE 5710: Seminar in Reading and Language Arts Research (3) ● RE 5715: Reading Assessment and Correction (3) ● RE 5725: Practicum in the Clinical Teaching of Reading (3) ● RE 5730: Reading and Writing Instruction for Intermediate and Advanced Learners (3) 	21
Thesis Option	<p>With Thesis (9 s.h.)</p> <ul style="list-style-type: none"> ● RE 5999: Thesis (3) ● 6 s.h. of graduate electives chosen with the graduate advisor’s approval, see the Reading Education, Classroom/Clinical concentration check sheet for a list of suggested electives 	9 (thesis)

(CHOOSE ONE)	OR Without Thesis (12 s.h.) <ul style="list-style-type: none"> • RE 5525: Product of Learning (3) • 9 s.h. of graduate electives chosen with the graduate advisor's approval, see the Reading Education, Classroom/Clinical concentration check sheet for a list of suggested electives 	OR 12
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* Courses currently acceptable for "FDN equivalent" courses are RE 5111, RE 5120, RE 5200, RE 5210, RE 6575; choose the appropriate course with approval of the program director.

Other Requirements for the MA in Reading Education, General (Classroom/Clinical Concentration):

- **Thesis:** Optional
- **Proficiency:** None required
- **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive:** Required
- **Product of Learning:** RE 5525 is required unless the thesis option is selected.

Related Course Listings

- [Curriculum and Instruction \(CI\)](#)
- [Reading Education \(RE\) and Special Education \(SPE\)](#)
- [Research \(RES\) and Foundations \(FDN\)](#)

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Master of Arts in Romance Languages Graduate Certificate in French Graduate Certificate in Spanish Graduate Minor in Romance Languages / French Graduate Minor in Romance Languages / Spanish

**Department of Languages, Literatures, and Cultures
College of Arts and Sciences**

**James Fogelquist, Chair and Professor
FogelquistJD@appstate.edu**

**Beverly Moser, Graduate Program Director and Associate Professor
MoserBA@appstate.edu**

dlc.appstate.edu

The Department of Languages, Literatures, and Cultures offers the following graduate programs:

- **Master of Arts in Romance Languages (Major Code: 222*/16.0999) with concentrations in:**
 - **French College Teaching (222C)**
 - **French K-12 Teaching (M Level Licensure) (222B) [T]+**
 - **Spanish College Teaching (222E)**
 - **Spanish K-12 Teaching (M Level Licensure) (222D) [T]+**
- **Graduate Certificate in French (108A/16.0999)**
- **Graduate Certificate in Spanish (111A/16.0999)**
- **Graduate Minor in Romance Languages/French (222/16.0999)**
- **Graduate Minor in Romance Languages/Spanish (223/16.0999)**

The Romance Languages degree programs provide graduate course work targeted toward the following professional populations:

- **Certificate:** students holding a baccalaureate degree in the language or a closely related field and a master's degree who seek the credentials needed for teaching college-level French or Spanish.
- **MA (K-12 Teaching):** teachers who hold or are eligible to hold the NC "A" certification and seek Master (M) Level Licensure, pursue continued state certification, and prepare to seek national board certification.
- **MA (College Teaching):** students holding a baccalaureate degree in the language or a closely related field who are preparing for teaching and/or to work with international populations at the college level.

The programs strive to strengthen existing language skills through continued development of target language

proficiency in listening, speaking, reading, and writing, to enhance students' knowledge of the target culture, to develop a functional research capability and teaching skills, and to support practical experiences in using and teaching the target language.

Students entering the programs must:

- provide a writing sample in the target language (an original essay, personal statement, academic paper, undergraduate portfolio);
- prepare, under the supervision of a language professor on campus or elsewhere, an audiocassette where they respond orally in the target language to a series of questions;
- demonstrate credit for at least two literature courses and two culture courses taken at the undergraduate level.

Dual Certification (K-12) in French and Spanish: With approval from the departmental chair, teachers seeking dual certification in French and Spanish may develop a program of study containing 18 semester hours of course work in French and 18 semester hours in Spanish.

Students with Undergraduate Deficiencies: Graduate students who do not have adequate undergraduate credits may begin graduate study, **IF**, at the same time, they are completing the required undergraduate hours to fulfill the prerequisites and/or distribution regarding coursework in literature and culture. Students whose language proficiency is inadequate may be required to take appropriate courses prior to being recommended for Admission to Candidacy.

Study Abroad: Candidates for the MA are strongly encouraged to arrange a study abroad program of at least six weeks' duration during the course of their studies. Students participating in established graduate-level programs abroad are encouraged to discuss course transfer requirements in advance with the advisor and the program director.

PROGRAM OF STUDY FOR THE GRADUATE MINOR IN ROMANCE LANGUAGES/FRENCH (Code: 222)

A graduate minor in Romance Languages/French consists of 8 to 12 semester hours selected from French offerings (FRE) except for FRE 5989.

PROGRAM OF STUDY FOR THE GRADUATE MINOR IN ROMANCE LANGUAGES/SPANISH (Code: 223)

A graduate minor in Romance Languages/Spanish consists of 8 to 12 semester hours selected from Spanish offerings (SNH) except for SNH 5989.

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN FRENCH

Admission Requirements: Baccalaureate degree in French or closely related field from an accredited college or university; [complete application to the Graduate School](#); writing sample in French; audiotaped interview for evaluation of oral command of target language (see guidelines at: <http://dllc.appstate.edu>); two undergraduate literature courses and two culture courses. International students must submit a writing sample in English, and must pass an oral interview in English.

The program faculty will give preference to applicants who meet or exceed the following: GPA: 3.0 or higher; GPA in subject area: 3.2. Meeting this condition does not guarantee admission.

Note: Only 9 hours of coursework from the certificate can be applied to a later MA program of study; students wishing to apply more hours from the certificate to a later MA must take the GRE.

Location: On Campus, with some on-line or blended instruction offerings

Course Requirements for the Graduate Certificate in French (Code: 108A)
Semester Hours Required (minimum): 18

Suggested Courses	<ul style="list-style-type: none"> • LLC 5590: Issues in Teaching Foreign Languages and Cultures (3) • 6 s.h. in literature-focused electives chosen from the following courses: <ul style="list-style-type: none"> ◦ FRE 5001: Francophone Children's and Adolescent Literature (3) ◦ FRE 5002: Masterpieces of Francophone Art and Literature (3) ◦ FRE 5021: Poetry of French Expression (3) ◦ FRE 5023: Theatre and Performance in French (3) • 6-9 in language- and culture-focused electives chosen from the following courses: <ul style="list-style-type: none"> ◦ FRE 5004: The French Media (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) ◦ FRE 5500: Independent Study (3) ◦ FRE or F L 5530-5549: Selected Topics (3) • 0-3 additional s.h. may be selected from other FRE or LLC graduate electives with the approval of the graduate advisor 	18
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PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN SPANISH

Admission Requirements: Baccalaureate degree in Spanish or closely related field from an accredited college or university; [complete application to the Graduate School](#); writing sample in Spanish; audiotaped interview for evaluation of oral command of target language (see guidelines at: [http:// dllc.appstate.edu](http://dllc.appstate.edu)); two undergraduate literature courses and two culture courses. International students must submit a writing sample in English, and must pass an oral interview in English.

The program faculty will give preference to applicants who meet or exceed the following: GPA: 3.0 or higher; GPA in subject area: 3.2. Meeting this condition does not guarantee admission.

Note: Only 9 hours of coursework from the certificate can be applied to a later MA program of study; students wishing to apply more hours from the certificate to a later MA must take the GRE. .

Location: On Campus, with some on-line or blended instruction offerings

Course Requirements for the Graduate Certificate in Spanish (Code: 111A)
Semester Hours Required (minimum): 18

	<ul style="list-style-type: none"> • Choose 18 s.h. from the following courses (may include up to 3 s.h. of independent study or 6 s.h. of selected topics) <ul style="list-style-type: none"> ◦ 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 5005: The 20th Century Hispanic Novel (3) ◦ SNH 5023: Poetry in Spain and Latin America (3) 	
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Suggested Courses	<ul style="list-style-type: none"> ○ SNH 5024: Theater and Performance in the Hispanic World (3) ○ SNH 5026: Hispanic Cultural Studies (3) ○ SNH 5027: The Media in Latin America and Spain (3) ○ SNH 5028: Seminar in Spanish Linguistics (3) ○ SNH 5075: Migration in Literature and Film (3) ○ SNH 5500: Independent Study (1-3) ○ SNH 5530-5549: Selected Topics (1-4) ○ SNH 5555: History of the Spanish Language (3) ○ SNH 5565: Advanced Spanish Expression (3) 	18
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PROGRAM OF STUDY FOR THE MASTER OF ARTS IN ROMANCE LANGUAGES

Admission Requirements: Baccalaureate degree in the target language or a closely related field from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; writing sample in the target language; audiotaped interview for evaluation of oral command of target language (see guidelines at: <http://dllc.appstate.edu>); two undergraduate literature courses and two culture courses. International students must submit a writing sample in English and must pass an oral interview in English.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). In addition, the program faculty will give preference to applicants who meet or exceed the following: Cumulative Undergraduate GPA: 3.0 or higher; GPA in subject area: 3.2. Meeting this condition does not guarantee admission.

*K-12 Teaching Concentration Applicants: You must provide evidence of NC “A” licensure or the equivalent from another state prior to admission.

Location: On and Off Campus, with some on-line and blended instruction offerings

Course Requirements for the Master of Arts in Romance Languages Semester Hours Required (minimum): 36		
Required Courses	<ul style="list-style-type: none"> ● LLC 5590: Issues in Teaching Foreign Languages and Cultures (3) ● LLC 5601: Bilingualism and Second Language Acquisition (3) 	6
	<p>French College Teaching Concentration (Code: 222C) (6 s.h.) (Does not lead to licensure)</p> <ul style="list-style-type: none"> ● Select 6 s.h. from the following <ul style="list-style-type: none"> ○ HE 5420: The Community College (3) ○ HE 5430: Organization and Governance in Higher Education (3) ○ HE 5440: College and University Teaching (3) ○ HE 5630: The Adult Learner (3) ○ HE 6631: Teaching and Learning in Postsecondary Education (3) <p>OR</p> <p>French K-12 Teaching Concentration + (Code: 222B) (9 s.h.)</p> <p>+Leads to NC Teacher Licensure: Requirements for this degree were designed, and</p>	

<p>Concentration (CHOOSE ONE)</p>	<p>have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs. Students must complete 3 education courses.</p> <ul style="list-style-type: none"> • CI/SPE 5045: Advanced Topics in Diversity (3) • CI/LSA 5585: Teacher Leadership and School Improvement (3) • LLC 5525: Product of Learning (3) <p>OR</p> <p>Spanish College Teaching Concentration (Code: 222E) (6 s.h.) (Does not lead to licensure)</p> <ul style="list-style-type: none"> • Select 6 s.h. from the following <ul style="list-style-type: none"> ◦ HE 5420: The Community College (3) ◦ HE 5430: Organization and Governance in Higher Education (3) ◦ HE 5440: College and University Teaching (3) ◦ HE 5630: The Adult Learner (3) ◦ HE 6631: Teaching and Learning in Postsecondary Education (3) <p>OR</p> <p>Spanish K-12 Teaching Concentration + (Code: 222D) (9 s.h.) +Leads to NC Teacher Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs. Students must complete 3 education courses.</p> <ul style="list-style-type: none"> • CI/SPE 5045: Advanced Topics in Diversity (3) • CI/LSA 5585: Teacher Leadership and School Improvement (3) • LLC 5525: Product of Learning (3) 	<p>6 or 9</p>
<p>Elective Courses</p>	<p>Spanish Language Concentrators:</p> <ul style="list-style-type: none"> • Choose 21 or 24 s.h. from the following courses <ul style="list-style-type: none"> ◦ 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 5005: The 20th Century Hispanic Novel (3) ◦ SNH 5023: Poetry in Spain and Latin America (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 5028. Seminar in Spanish Linguistics (3) ◦ SNH 5075. Migration in Literature and Film (3) ◦ SNH 5555: History of the Spanish Language (3) ◦ SNH 5565: Advanced Spanish Expression (3) ◦ Electives (SNH 5500, SNH 5530-5549, LLC 5530-5549), chosen with the approval of the Advisor or the Program Director (0-6) <p>French Language Concentrators:</p> <ul style="list-style-type: none"> • Choose 21 or 24 s.h. from the following courses <ul style="list-style-type: none"> ◦ 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) 	<p>21 or 24</p>

- 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)
- 0-6 s.h. of graduate electives (FRE 5500, FRE 5530-5549, LLC 5530-5549), chosen with the approval of the Advisor or the Program Director

Other Requirements for the MA in Romance Languages

- **Thesis:** Not required
- **Proficiency:** Proficiency in the language is required.
- **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive:**
 - College Teaching Concentrations: Each MA candidate develops a portfolio of representative work generated in the course of the MA Program. The portfolio contains fully revised versions of the candidate's best work produced for all classes in the content area, and serves as the basis for a one-hour oral comprehensive examination. Refer to specific guidelines for the portfolio at: <http://dllc.appstate.edu>.
 - K-12 Teaching Concentrations: Requirement is fulfilled via successful presentation of the Product of Learning.
- **Product of Learning:**
 - Community College Teaching: Not required.
 - K-12 Teaching: Requirement is fulfilled via successful completion and presentation of the Product of Learning. Refer to specific guidelines for the Product of Learning at: <http://dllc.appstate.edu>.

Related Course Listings

- [Curriculum and Instruction \(CI\)](#)
- [French \(FRE\), Languages, Literatures, and Cultures \(LLC\), and Spanish \(SNH\)](#)
- [Higher Education \(HE\) and Leadership and School Administration \(LSA\)](#)
- [Special Education \(SPE\)](#)

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Master of School Administration Education Specialist in Educational Administration Graduate Certificate in School Leadership

Department of Leadership and Educational Studies
Reich College of Education

Terry McClannon, Chair and Associate Professor
McClannonTW@appstate.edu

Roma Angel, Graduate Program Director and Professor
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www.ced.appstate.edu/departments/les

The Department of Leadership and Educational Studies offers the following graduate programs related to school administration:

- **Master of School Administration (MSA) (Major Code: 433A/13.0409)[T]**
- **Education Specialist in Educational Administration (Major Code: 428A/13.0401)[T]**
- **Graduate Certificate in School Leadership (Code: 473A/13.0409)**

The Department of Leadership and Educational Studies also offers graduate programs in [Educational Media](#), [Higher Education](#), and [Library Science](#). These programs are detailed under separate headings in this bulletin.

The **Master of School Administration** degree prepares candidates for the public school principalship at all grade levels. The focus of the program is upon entry-level, site-based school leadership and leads to the initial licensure for school administration in North Carolina. It is designed to prepare entry level leaders in the governance and administration of the public schools. The focus is essentially directed toward site-based administration.

The **Educational Administration (Ed.S.)** degree provides advanced graduate work for public school administration. This degree leads to sixth-year licensure. The program provides extended knowledge of a systematic perspective of the administration of public schools. The focus is to prepare for higher

levels of educational administrative responsibility, typically in specialized positions in central office administration. Objectives:

- To provide an opportunity to apply essential human skills for finding and solving system problems and concerns.
- To introduce policy issues and the political implications related to policy implementation.
- To elevate the application of appropriate technical knowledge (school plan, planning, school finance) in order to develop a broader perspective of educational problems and needs.
- To confront the process of resource allocation as it relates to the professional settings in school systems.
- To encourage building a relationship between various areas of specialization to the needs of school administration.

The Department of Leadership and Educational Studies serves the education community and the public through:

- foundations of education courses for teacher education majors.
- research courses to help students develop skills and knowledge needed to understand the design, implementation, and evaluation of educational research.
- graduate programs in public school administration; community college and higher education administration, teaching,
- developmental education and adult education; library science; and educational media/instructional technology.

General Information for All Students: A student working toward a degree and/or licensure in the Department of Leadership and Educational Studies must develop her/his Program of Study in consultation with an approved advisor. Candidacy forms must be submitted to the Office of Graduate Studies and Research before the student has completed 12 semester hours of course work. Degree students taking courses without being officially assigned an advisor and receiving the advisor's approval do so at the risk of not having the courses approved as part of the degree program.

All electives must be approved by the student's advisor in all programs. Students pursuing or holding graduate degrees in other departments, and also seeking administration and supervision licensure, must take the necessary courses and internship prescribed by the Department of Leadership and Educational Studies.

Students wishing to pursue any of the above degree programs should apply to the graduate school for admission. The Graduate School will provide the necessary information as to what is expected with the completed application. When the application is complete in all details, it will be sent to the department for action by the faculty in the program area. A number of the degree programs require a student to possess teacher licensure. Students should check for this in the specific degree program requirements.

Location of Instruction: Online and Off-campus. Cohorts are started periodically, and follow a part-time extended program format. For information on upcoming cohorts, please contact the Office of Distance Education: <http://www.distance.appstate.edu>.

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN SCHOOL LEADERSHIP

This certificate leads to the North Carolina Level I Administrator License (012)

Admission Requirements: Baccalaureate and Master's degrees from an accredited college or university; [complete application to the Graduate School](#)*; official general GRE or MAT exam scores; North Carolina “A” or “M” licensure or the equivalent from another state; three years of teaching experience**; writing sample; interview upon request.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). In addition, the program faculty will give preference to applicants who meet or exceed the formula based upon: scores on the GRE or MAT; undergraduate GPA; assessment of writing sample; and assessment of three qualified references. Specific point values and minimum qualifying scores may be found on the program website. Meeting the minimum qualifying score does not guarantee admission, only consideration for unconditional admission.

*At least one of the letters must be from school administrators with whom the applicant has worked.

**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.).

Course Requirements for the Graduate Certificate in School Leadership (Code: 473A) Semester Hours Required (minimum): 24		
Required Courses	<p>Leadership Practice and Theory:</p> <ul style="list-style-type: none"> • LSA 5030: The Principalship (3) • LSA 5400: Developing and Managing Resources in Schools (3) • LSA 5600: School Law (3) <p>Theory and Philosophy:</p> <ul style="list-style-type: none"> • LSA 5820: Theory and Development in Educational Organizations (3) <p>Research and Data-Informed Decision-Making:</p> <ul style="list-style-type: none"> • RES 5070: School-Based Evaluation and School Improvement Planning (3) • RES 5080: Data-Driven School Leadership (3) <p>Application and Practice - Select one of the following in consultation with advisor:</p> <ul style="list-style-type: none"> • LSA 5900: School Administration and Supervision Internship/ Practicum (3+3) <i>(for pre-service students)</i> • LSA 5910: Building-Level Action Research Leadership Evidences (3+3) <i>(for in-service students)</i> 	24

Note: A comprehensive examination is required to be eligible for principal licensure; see the program director for more information.

PROGRAM OF STUDY FOR THE MASTER OF SCHOOL

ADMINISTRATION

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#)*; official general GRE or MAT exam scores; North Carolina “A” or “M” licensure or the equivalent from another state; three years of teaching experience**; writing sample; interview upon request.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). In addition, the program faculty will give preference to applicants who meet or exceed the formula based upon: scores on the GRE or MAT; undergraduate GPA; assessment of writing sample; and assessment of three qualified references. Specific point values and minimum qualifying scores may be found on the program website. Meeting the minimum qualifying score does not guarantee admission, only consideration for unconditional admission.

*At least one of the letters must be from school administrators with whom the applicant has worked.

**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.).

Course Requirements for the Master of School Administration (Code: 433A) Semester Hours Required (minimum): 36		
Required Courses	<ul style="list-style-type: none"> ● Leadership Practice and Theory: <ul style="list-style-type: none"> ○ LSA 5030: The Principalship (3) ○ LSA 5400: Developing and Managing Resources in Schools (3) ○ LSA 5600: School Law (3) ○ LSA 5650: Ethical and Humane Dimensions of Educational Leadership (3) ● Theory and Philosophy: <ul style="list-style-type: none"> ○ LSA 5820: Theory and Development in Educational Organizations (3) ○ FDN 5840: Social and Philosophical Foundations of Education (3) ● Research and Data-Informed Decision-Making: <ul style="list-style-type: none"> ○ RES 5000: Research Methods (3) ○ RES 5070: School-Based Evaluation and School Improvement Planning (3) ○ RES 5080: Data-Driven School Leadership (3) ● Application and Practice - Select one of the following in consultation with advisor: <ul style="list-style-type: none"> ○ LSA 5900: School Administration and Supervision Internship/ Practicum (3+3) (<i>for pre-service students</i>) ○ LSA 5910: Building-Level Action Research Leadership Evidences (3+3) (<i>for in-service students</i>) 	33
	<ul style="list-style-type: none"> ● Select 3 s.h. from the following****; other elective options are possible with the recommendation of the graduate 	

Electives	advisor/coordinator and the approval of the department chair <ul style="list-style-type: none"> o CI 5050: Supervision of Instruction (3) o CI 5055: Connecting Learners and Subject Matter (3) o CI 5060: Curriculum Planning (3) o CI 5230: Studies in Applied Instructional Strategies (3) o CI/LSA 5585: Teacher Leadership and School Improvement (3) o FDN 5801: Education of the Culturally Diverse (3) o ITC 5220: Digital Technologies in Education (3) o LSA 5800: Critical Inquiry and Thought in Educational Leadership (3) o LSA 5850: Politics and Public Policy Analysis for Educational Leadership (3) o LSA 5999: Thesis (3-6) 	3
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****Off-campus cohorts are limited in their selection of electives to those scheduled to be provided at the off-site location. For specific electives to be offered, please contact the program director.

Other Requirements for the MSA:

- **Thesis:** Optional
- **Proficiency:** Not required
- **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive:** Required
- **Product of Learning:** Not required

PROGRAM OF STUDY FOR THE EDUCATION SPECIALIST IN EDUCATIONAL ADMINISTRATION

Educational Administration Ed.S. degree leads to NC superintendent licensure.

Admission Requirements: Master's degree from an accredited college or university or completion of an approved advanced principal licensure program; [complete application to the Graduate School](#)*; official general GRE or MAT exam scores; current principal licensure (NC licensure code 12 or its equivalent from another state); three years of teaching experience**; writing sample; interview upon request.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting the minimum qualifying score does not guarantee admission, only consideration for unconditional admission.

*At least one letter should be from a site-based school administrator or superintendent with whom the applicant has worked.

**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). Priority will be given to practicing principals and assistant/associate principals whose career goal is to be a superintendent and those with evidence of leadership activity in schools and/or related settings.

**Course Requirements for the Education Specialist in Educational Administration (Code: 428A)
Semester Hours Required (minimum): 30**

Required Courses	<ul style="list-style-type: none"> • ITC 6550: Information Technology Systems in Education (3) • LSA 6020: Organization and Systems Theory for District Leaders (3) • LSA 6030: School District Leadership (3) • LSA 6080: District Leadership: Data-Informed Strategic Planning (3) • LSA 6190: Developing and Managing District Resources (3) • LSA 6250: School District Organizational Communications (3) • LSA 6400: Leading Change in Education (3) • LSA 6700: Policy Analysis in Educational Leadership (3) • Choose one of the following <ul style="list-style-type: none"> ◦ LSA 6900: School Administration and Supervision Internship/Field Study (3+3) (<i>for pre-service candidates</i>) OR ◦ LSA 6910: District-Level Action Research Leadership Evidences (3+3) (<i>for in-service candidates</i>) 	30
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Other Requirements for the EdS in Educational Administration:

- **Thesis:** Not required
- **Proficiency:** Not required
- **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive:** Prior to graduation, the student must successfully complete a comprehensive examination.
- **Product of Learning:** Not required

Related Course Listings

- [Curriculum and Instruction \(CI\)](#)
- [Instructional Technology/Computers \(ITC\), Foundations of Education \(FDN\), Leadership in School Administration \(LSA\), and Research \(RES\)](#)

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Master of Arts in Professional School Counseling

Department of Human Development and Psychological
Counseling
Reich College of Education

Leroy Baruth, Chair and Professor
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Elizabeth Graves, Graduate Program Director and Assistant Professor
GravesEG@appstate.edu

www.ced.appstate.edu/departments/hpc

The Department of Human Development and Psychological Counseling offers the Master of Arts in Professional School Counseling (Major Code: 427A/13.1101)[T]

In addition, the Department of Human Development and Psychological Counseling offers the Master of Arts in [College Student Development](#), the Master of Arts in [Clinical Mental Health Counseling](#), the Master of Arts in [Marriage and Family Therapy](#), and Graduate Certificates in [Addiction Counseling and Expressive Arts Therapy](#). These programs are detailed under separate headings in this bulletin. A student proposing to major in any of the degree programs or to seek licensure through the Department must be fully admitted as degree seeking.

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

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 Professional School Counseling program is designed to meet North Carolina licensure

requirements and to prepare counselors for elementary, middle, and secondary schools.

Accreditation: The master's degree program in Professional School Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body. Graduates are immediately eligible to take the examination of the National Board for Certified Counselors, Inc., to become National Certified Counselors (NCC). The Professional School Counseling program is also accredited/approved by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction (NCDPI).

Master Of Arts Program Requirements/Options: The basic requirements for the program are listed below. In addition to the curriculum listed under each program, the following items apply:

- A first master's degree in Professional School Counseling requires completion of a minimum of 60 semester hours of approved courses.
- A second master's degree requires meeting all program course requirements with a minimum of 36 semester hours.
- Students in CACREP approved programs in the department must meet for a minimum of 10 clock hours in a planned group activity intended to provide direct experiences as a participant in a small group. This requirement is met during HPC 5790 and/or HPC 6720.
- On an individual basis, students may be required to receive professional counseling to aid them in their personal growth.
- 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.
- Permission forms to take practica and internships are available in the HPC office and must be completed prior to registration.
- Applicants for Professional School Counseling are required to take the Graduate Record Exam (GRE) and have an interview.

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN PROFESSIONAL SCHOOL COUNSELING

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; completed Department of Human Development and Psychological Counseling questionnaire; interview.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus

Course Requirements for the Master of Arts in Professional School Counseling (Code: 427A) Semester Hours Required (minimum): 60		
	Students should pay particular attention to the prerequisites listed in each course description; the curriculum is carefully structured to ensure that	

<p>Required Courses</p>	<p>students have the necessary prerequisite knowledge before enrolling in courses.</p> <ul style="list-style-type: none"> • RES 5000: Research Methods (3) • HPC 5110: Multicultural Counseling (3) • HPC 5140: Psychological and Educational Testing (3) • HPC 5210: Life and Career Planning (3) • HPC 5220: Counseling Theory and Techniques (3) • HPC 5272: Individual and Family Development (3) • HPC 5310: Introduction to Professional School Counseling (3) • HPC 5754: Legal and Ethical Issues in Professional School Counseling (3) • HPC 5790: Group Methods and Processes (3) • HPC 5900: Practicum in Counseling (3) • HPC 6290: Child and Adolescent Therapy (3) • HPC 6452: Seminar in Professional School Counseling (3) • HPC 6620: School-Based Consultation (3) • HPC 6900: Internship in Professional School Counseling (6) 	<p>45</p>
<p>Thesis Option (CHOOSE ONE)</p>	<p>With Thesis:</p> <ul style="list-style-type: none"> • HPC 5999: Thesis (4) • 11 s.h. of approved graduate electives; specific elective courses chosen for this concentration must be approved by the graduate advisor in advance <p>OR</p> <p>Without Thesis</p> <ul style="list-style-type: none"> • 15 s.h. of approved graduate electives; specific elective courses chosen for this concentration must be approved by the graduate advisor in advance 	<p>15</p>

Other Requirements for the MA in Professional School Counseling:

- **Thesis:** Optional
- **Proficiency:** Not required
- **Candidacy:** Not required
- **Comprehensive:** Required; students should take the required courses (excluding the Internship) prior to taking the comprehensive exam.
- **Product of Learning:** Not required

NOTES:

Completion of the above program leads to eligibility for licensure in North Carolina on the condition that minimum PRAXIS test requirements are met.

Endorsement for professional school counseling licensure from Appalachian requires that applicants

complete a master's degree program in professional school counseling. Applicants with a master's degree in fields other than professional school counseling must complete a second master's degree after following the regular admissions process through the Graduate School. Graduates from another HPC Master's degree program will be considered on an individual basis.

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.

Students will need to receive clearance on a criminal background check and have a TB test prior to beginning practicum and internship placements.

In both required courses and electives, students are required to become familiar with the special needs and problems of the exceptional child and with methods of assisting youth with special needs.

Related Course Listings

- [Human Development and Psychological Counseling \(HPC\)](#)
- [Research \(RES\)](#)

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Master of Social Work

Department of Social Work
College of Health Sciences

Lauren Renkert, Chair and Associate Professor
RenkertLE@appstate.edu

Denise Levy, Graduate Program Director and Associate Professor
LevyDL@appstate.edu

www.socialwork.appstate.edu

The Department of Social Work offers the Master of Social Work (135*/44.0701) with concentrations in

- **Community and Organizational Practice (135B)**
- **Individuals and Families (135C)**

Guided by an overarching framework of human rights, and grounded in human relationships and scientific inquiry, the mission of the MSW Program at Appalachian State University is to promote the health and well-being of individuals, families, groups and communities; prevent oppression, discrimination, social and economic injustice; and provide assistance to those in need. The MSW Program, informed by and engaged with regional, state, national and global community contexts, aspires to provide exemplary educational opportunities. The foundation curriculum for the Program is designed to prepare students for generalist social work practice within the distinct Appalachian culture of the region, as well as across national and international contexts.

Building on the foundation, students select from one of two distinct concentration curricula: the Individuals and Families concentration or the Community and Organizational Practice concentration. The Individuals and Families concentration curriculum provides students with specialized knowledge and skills to effectively practice with adults, children, adolescents, and families in a variety of settings. The Community and Organizational Practice concentration curriculum provides students with specialized knowledge and skills to effectively practice with communities and organizations in different locales. Appalachian's MSW Program also seeks to enhance students' knowledge and skills through a unique crossover design. The crossover design provides students specializing in one concentration vital exposure to content from the other concentration. Graduates of Appalachian's MSW Program demonstrate firm generalist practice knowledge and skills as well as specialized practice knowledge and skills to successfully serve individuals, families, groups, communities or

organizations.

Appalachian State University's MSW Program is accredited by the Council on Social Work Education (CSWE).

Academic Credit is not awarded for life or previous work experience.

Entry with Advanced Standing: Applicants who are graduates of Council on Social Work Education-accredited Bachelor of Social Work degree programs during the seven years preceding application and who have earned average grades of 3.2 or greater in their undergraduate social work course work may apply, by letter, for Advanced Standing in the MSW program. Only graduates of such Bachelor of Social Work programs are eligible for Advanced Standing. The prerequisites and basic admissions criteria for Advanced Standing are the same as those for admission to the two-year program. Those admitted as Advanced Standing students are not required to complete the required foundation courses (SW 5005, 5010, 5020, 5030, 5040, 5200, 5210, 5220, 5230, and 5240).

Students admitted to Advanced Standing are required to enroll in and earn a grade of B or better in SW 5001, Advanced Standing Transitional Seminar, and up to six hours of additional course work, if deemed necessary by the social work faculty at the completion of the Transitional Seminar. The number of hours required for advanced standing students is 33 semester hours plus up to 6 additional hours if deemed necessary by the social work faculty.

Location of Program: This program is offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started every other year, and follow a part-time extended program format. The part-time extended program can be completed in four years. For information on upcoming off-campus cohorts, please contact the Office of Distance Education: www.distance.appstate.edu.

PROGRAM OF STUDY FOR THE MASTER OF SOCIAL WORK

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; an undergraduate liberal arts background, including courses from the following areas: English/composition, biology (e.g., human biology), social sciences (e.g., psychology, sociology, political science, history), humanities, and mathematics; personal statement.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus and Off Campus; Off-Campus cohorts begin every other year, and follow a part-time extended format.

Course Requirements for the Master of Social Work Semester Hours Required (minimum): 60 (full program); 33 (advanced standing students)		
	<ul style="list-style-type: none">• SW 5005: American Social Welfare History and the Social Work Profession (3)• SW 5010: Human Behavior and the Social Environment I (3)• SW 5020: Practice with Individuals and Families (3)	

Foundation Courses**	<ul style="list-style-type: none"> ● SW 5030: Foundations of Social Work Research (3) ● SW 5040: Field Practicum and Seminar I (3) ● SW 5200: Social Welfare Policy Analysis and Practice (3) ● SW 5210: Human Behavior and the Social Environment II (3) ● SW 5220: Practice with Groups and Communities (3) ● SW 5230: Evaluation of Professional Social Work Practice (3) ● SW 5240: Field Practicum and Seminar II (3) 	30
Concentration (CHOOSE ONE)	<p>Community and Organizational Practice Concentration (135B):</p> <ul style="list-style-type: none"> ● SW 5810: Advanced Community Social Work Practice (3) ● SW 5820: Social Welfare Organizational Management (3) ● SW 5830: Community and Organizational Practice Field Practicum and Seminar I (3) ● SW 5840: Nonprofit and Public Human Services Administration (3) ● SW 5850: Community and Organizational Cultures (3) ● SW 5860: Community and Organizational Practice Field Practicum and Seminar II (3) ● choose two (6 s.h.) of the following courses: <ul style="list-style-type: none"> ○ SW 5700: Advanced Social Work Assessment (3) ○ SW 5710: Advanced Social Work Practice with Families (3) ○ SW 5730: Advanced Social Work Practice with Children and Adolescents (3) ○ SW 5740: Advanced Social Work Practice with Adults (3) <p>OR</p> <p>Individuals and Families Concentration (135C):</p> <ul style="list-style-type: none"> ● SW 5700: Advanced Social Work Assessment (3) ● SW 5710: Advanced Social Work Practice with Families (3) ● SW 5720: Individuals and Families Field Practicum and Seminar I (3) ● SW 5730: Advanced Social Work Practice with Children and Adolescents (3) ● SW 5740: Advanced Social Work Practice with Adults (3) ● SW 5750: Individuals and Families Field Practicum and Seminar II (3) ● choose two (6 s.h.) of the following courses: <ul style="list-style-type: none"> ○ SW 5810: Advanced Community Social Work Practice (3) ○ SW 5820: Social Welfare Organizational Management (3) ○ SW 5840: Nonprofit and Public Human Services Administration (3) ○ SW 5850: Community and Organizational Cultures (3) 	24
Elective Courses	6 s.h. of graduate electives selected in consultation with an advisor	6

****NOTE:** Students admitted as Advanced Standing Candidates will have some or all of the foundation courses waived upon successful completion of the Transitional Seminar SW 5001.

Other Requirements for the MSW:

- **Thesis:** Not required
- **Proficiency:** Not required
- **Candidacy:** Not required
- **Comprehensive:** Not required
- **Product of Learning:** Not required

Related Course Listings

- [Social Work \(SW\)](#)



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Graduate Certificate in Sociology

**Department of Sociology
College of Arts and Sciences**

**Amy Page, Chair and Associate Professor
PageAD@appstate.edu**

**Edwin Rosenberg, Graduate Program Director and Professor
RosenbergE@appstate.edu**

www.sociology.appstate.edu

The Department of Sociology offers the Graduate Certificate in Sociology (127A/45.1101).

The department also offers a Graduate Certificate in [Gerontology](#).

The Graduate Certificate in Sociology is designed to provide a solid post-baccalaureate foundation in Sociology. The six required courses:

- comprise the basis of a master's degree in Sociology, and
- qualify Certificate recipients who also hold a master's degree in a field other than sociology to teach Sociology courses in most colleges and universities nationwide.

The curriculum provides graduate-level expertise for teaching the most common Sociology courses (Introduction to Sociology, Social Problems, Marriage and Family). It also develops expertise in other standard Sociology sub-disciplines that are useful *per se* and that will enhance the teaching of Sociology (Sociological Theory, Research Methods, Social Stratification).

The Graduate Certificate in Sociology is 100% on-line and asynchronous, so students can schedule coursework and assignments around their job, family and other obligations. There is no requirement to be logged on at a particular day or time, nor is there any requirement to come to the main campus.

By taking two courses per semester (including two summer courses), the Graduate Certificate in Sociology can be completed in one calendar year. The program is cohort based, each cohort commencing in the Summer term.

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN SOCIOLOGY

Admission Requirements: Baccalaureate degree from an accredited college or university with a minimum undergraduate GPA of 3.0; [complete application to the Graduate School](#); writing sample describing the applicant's relevant academic experiences (including sociology courses taken), any work and/or volunteer experience in social/human services, and the applicant's reasons for applying to the Graduate program.

Location: On Line

Course Requirements for the Graduate Certificate in Sociology (Code: 127A) Semester Hours Required (minimum): 18		
Required Courses	<ul style="list-style-type: none">• SOC 5025: Advanced General Sociology (3)• SOC 5110: Advanced Research Methods I (3)• SOC 5200: Sociological Theory (3)• SOC 5350: Contemporary Social Issues (3)• SOC 5750: Social Stratification (3)• SOC 5800: Sociology of the Family (3)	18

Related Course Listings

- [Sociology \(SOC\)](#)

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Master of Arts in Special Education Graduate Certificate in Autism Spectrum Disorders Graduate Minor in Autism Spectrum Disorders

Department of Reading Education and Special Education
Reich College of Education

Woodrow Trathen, Acting Chair and Professor
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RichterSM@appstate.edu

Margaret Werts, Graduate Certificate Program Director and Professor
WertsMG@appstate.edu

rese.appstate.edu

The Department of Reading Education and Special Education offers the following graduate programs related to special education:

- **Master of Arts in Special Education (Major Code: 476*/13.1001), with three concentrations:**
 - **Learning Disabilities (476B)[T]**
 - **Emotional/Behavioral Disorders (476C)[T]**
 - **Intellectual Disabilities (Mental Retardation) (476D) [T]**
- **Graduate Certificate in Autism Spectrum Disorders (Code: 445A/13.1013)**
- **Graduate Minor in Autism Spectrum Disorders (Code: 445/13.1013)**
- *Master of Arts in Special Education / Teaching Parent Specialty (Major Code: 484A/13.1001) -- not accepting applications*

The Master of Arts degree in Special Education with concentrations available in Intellectual Disabilities (Mental Retardation), Learning Disabilities, and Emotional/Behavioral Disorders, prepares teachers and others to work with students with intellectual disabilities (mental retardation), learning

disabilities, and/or emotional or behavioral disorders. Persons graduating from the program will have fulfilled the competencies required for the advanced competencies licensure from the North Carolina Department of Public Instruction and be eligible for employment in a variety of special education settings to include public and private schools. Students will be expected to complete products of learning to demonstrate skills of a master teacher. Students complete a portfolio and action research project for the degree.

The Graduate Certificate in Autism Spectrum Disorders is an interdisciplinary certificate program designed for professionals working in the field of autism spectrum disorders including teachers, related service providers, human service agency personnel, families, and community supports. Students currently enrolled in graduate degree programs may elect to complete the graduate minor in Autism Spectrum Disorders.

Location of Instruction: The Special Education and Autism Spectrum Disorders programs are offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started periodically, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Distance Education: <http://www.distance.appstate.edu>.

PROGRAM OF STUDY FOR THE GRADUATE MINOR IN AUTISM SPECTRUM DISORDERS

Course Requirements for the Graduate Minor in Autism Spectrum Disorders (Code: 445)		
Required Courses	<ul style="list-style-type: none"> • SPE 5030: Research Informing Practice in Special Education (3) • Choose two of the following courses <ul style="list-style-type: none"> ◦ RE 5010: Literacy Instruction and Assessment for Students with Autism Spectrum Disorders (3) ◦ SPE 5120: Effective Educational Practices for Students with Autism Spectrum Disorders (3) ◦ SPE 5584: Special Education Law and Leadership (3) ◦ CSD 5530-5549: Selected Topics when the topic is related to Autism (3) 	9

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN AUTISM SPECTRUM DISORDERS

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#). Note: This certificate does not lead to NC licensure.

Course Requirements for the Graduate Certificate in Autism Spectrum Disorders (Code: 445A) Semester Hours Required (minimum): 12		
	<ul style="list-style-type: none"> • SPE 5030: Research Informing Practice in Special Education (3) • SPE 5130: Autism Spectrum Disorders: Contemporary Issues (3) • Choose two of the following courses 	

Required Courses	<ul style="list-style-type: none"> ◦ RE 5010: Literacy Instruction and Assessment for Students with Autism Spectrum Disorders (3) ◦ SPE 5120: Effective Educational Practices for Students with Autism Spectrum Disorders (3) ◦ CSD 5530-5549: Selected Topics when the topic is related to Autism (3) 	12
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PROGRAM OF STUDY FOR THE MASTER OF ARTS IN SPECIAL EDUCATION

+Advanced Licensure: Requirements for this concentration were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE or MAT exam scores; a letter of intent addressed to the faculty specifying current teaching position, if applicable, and teaching goals, as well as reasons for seeking admission to the special education program.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Course Requirements for the Master of Arts in Special Education Semester Hours Required (minimum): 39		
Required Courses	<ul style="list-style-type: none"> ● CI/SPE 5045: Advanced Topics in Diversity (3) ● SPE 5030: Research Informing Practice in Special Education (3) ● SPE 5205: Inclusion (3) ● SPE 5584: Special Education Law and Leadership (3) ● SPE 5595: Individual Differences (3) ● SPE 5610: Advanced Studies in Classroom Management (3) ● SPE 5630: Collaboration and Advocacy (3) ● SPE 5640: Individualized Planning at the Secondary Level (3) ● SPE 5900: Internship (6) 	30
	Emotional/Behavioral Disorders Concentration (Code: 476B) <ul style="list-style-type: none"> ● SPE 5210: Psychoeducational Approaches to Emotional/Behavioral Disorders (3) ● SPE 5646: Advanced Studies in Emotional and Behavioral 	

Concentration (CHOOSE ONE)	<p>Disorders (3)</p> <p>OR</p> <p>Intellectual Disabilities (Mental Retardation) Concentration (Code: 476C)</p> <ul style="list-style-type: none"> • SPE 5230: Assessment and Instruction of Individuals with Intellectual Disabilities (3) • SPE 5626: Advanced Studies in Intellectual Disabilities (3) <p>OR</p> <p>Learning Disabilities Concentration (Code: 476D)</p> <ul style="list-style-type: none"> • SPE 5220: Characteristics, Assessment, and Identification of Individuals with Learning Disabilities (3) • SPE 5636: Advanced Studies in Learning Disabilities (3) 	<p>6</p>
Electives	<p>3 s.h. chosen in consultation with the advisor from special education and related areas such as reading, curriculum and instruction, psychology, communication disorders, and child development.</p>	<p>3</p>

Other Requirements for the MA in Special Education:

- **Thesis:** Not required
- **Proficiency:** Not required
- **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive:** Not required
- **Product of Learning:** Professional Portfolio and Action Research Project

MASTER OF ARTS IN SPECIAL EDUCATION/ TEACHING PARENT SPECIALTY

Note: This major is in the process of revision and is no longer accepting students. Current students: See the 2008-09 Bulletin for admission and program of study information.

Related Course Listings

- [Communication Sciences and Disorders \(CSD\)](#)
- [Curriculum and Instruction \(CI\)](#)
- [Research \(RES\)](#)
- [Special Education \(RE\)](#)

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Master of Science in Speech-Language Pathology

Department of Communication Sciences and Disorders
College of Health Sciences

Dawn Botts, Interim Chair, Program Director, and Associate Professor
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comdis.appstate.edu

The Department of Communication Sciences and Disorders offers the Master of Science in Speech-Language Pathology (leads to NCDPI Advanced Licensure) (Major Code: 821A/51.0203) [T].

The Speech-Language Pathology program is offered for persons who are interested in working with children and adults who have communication disorders. The program is designed to provide students with the academic and clinical practicum experiences necessary for certification by the American Speech-Language-Hearing Association (ASHA), and the North Carolina state licensure in Speech-Language Pathology. Students planning to obtain the Master of Science in Speech-Language Pathology 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 admission to candidacy, have these forms approved by their advisors, and file the forms with the Graduate Records staff by the close of their first semester of registration.

Admission to the Speech-Language Pathology 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 the general GRE test. 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. To be given consideration, applications for Fall admission must be submitted and complete by February 15; and applications for Spring admission must be submitted and complete by October 1.

In-Field: An in-field student is defined as a student who has completed a Bachelor’s Degree in speech-language pathology. For in-field students, the Master’s Degree program is typically completed in five semesters. In-field students should have completed the following courses in their undergraduate curriculum:

- Anatomy and Physiology of the Speech and Hearing Mechanism (3 sh)
- Phonetics (3 sh)
- Basic Speech and Hearing Science (3 sh) Lab to be Determined
- Structural Analysis of Language or Linguistics Course (3 sh)*
- Communication Development (3 sh)
- Audiology (3 sh)*
- Management of Hearing Disorders (3 sh)*

Any courses listed above that were not included in a student's undergraduate curriculum will be required as part of the graduate program course of study. The courses may be taken concurrently with standard graduate coursework. The courses identified with an asterisk (*) may take the place of graduate electives.

Out-of-Field: An out-of-field student is defined as a student who has completed a Bachelor's Degree in a field other than speech-language pathology. For out-of-field students, the Master's Degree program is typically completed in five to seven semesters. The additional one or two semesters is needed in order to fulfill the prerequisite undergraduate coursework in speech-language pathology. The prerequisite courses are completed before enrolling in the standard graduate coursework sequence. Prerequisite courses include:

- Anatomy and Physiology of the Speech and Hearing Mechanism (3 sh)
- Phonetics (3 sh)
- Basic Speech and Hearing Science (3 sh) Lab to be Determined
- Structural Analysis of Language or Linguistics Course (3 sh)*
- Communication Development (3 sh)
- Audiology (3 sh)*
- Management of Hearing Disorders (3 sh)*
- The courses identified with an asterisk (*) may take the place of graduate electives.

Terms of Admission:

- In-field applicants may apply for fall or spring admission.
- Out-of-field applicants must apply for Fall admission and may be required to start on undergraduate prerequisites in the previous summer session. Spring admission is not open to out-of-field students.

PROGRAM OF STUDY FOR THE MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY

This program leads to NC Licensure.

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; letter of intent*.

*In the one-page letter of intent students must comment on (1) their undergraduate courses of study and performance; (2) their goals and aspirations for graduate study in the SLP program; (3) if applicable, their post baccalaureate study and performance.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Admission is on a competitive basis; not all students who exceed this requirement will be offered admission.

Location: On Campus

Course Requirements for the Master of Science in Speech-Language Pathology (Code: 821A) Semester Hours Required (minimum): 60		
Required Courses	<ul style="list-style-type: none">● CSD 5561: Introduction to Clinical Procedures I (3)● CSD 5565: Clinical Practicum II (3)● CSD 5566: Clinical Practicum III (3)● CSD 5569: Clinical Practicum IV (3)● CSD 5660: Evidence-Based Practice in Communication Sciences and Disorders (3)● CSD 5661: Assessment and Evaluation (3)● CSD 5663: Disorders of Fluency (3)● CSD 5666: Voice and Resonance Disorders (3)● CSD 5669: Speech Sound Disorders (3)● CSD 5675: Preschool Language Disorders (3)● CSD 5676: School-Age Language Disorders (3)● CSD 5851: Motor Speech Disorders (3)● CSD 5852: Dysphagia (3)● CSD 5900: Internship (12)	51
Thesis Option (CHOOSE ONE)	<p>With Thesis (6 s.h.)</p> <ul style="list-style-type: none">● CSD 5999: Thesis (3)● 6 s.h. of approved graduate electives selected with approval of the major advisor in speech-language pathology or related areas such as counseling, early childhood education, psychology, reading and special education <p>OR</p> <p>Without Thesis (9 s.h.)</p> <ul style="list-style-type: none">● 9 s.h. of approved graduate electives selected with approval of the major advisor in speech-language pathology or related areas such as counseling, early childhood education, psychology, reading and special education	9

* Department of Communication Sciences and Disorders Graduate Student Handbook

Other Requirements for the MS in Speech-Language Pathology:

- **Thesis:** Optional
- **Proficiency:** Not required
- **Candidacy:** Required; see an assigned academic advisor for specific timeline and requirements for admission to candidacy

- **Comprehensive:** PRAXIS II (NTE) in Speech Language Pathology serves as the comprehensive examination. Minimum score 600.
- **Product of Learning:** Not required

Related Course Listings

- [Communication Sciences and Disorders \(CSD\)](#)
- [Research \(RES\)](#)



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Master of Science in Technology

Department of Technology and Environmental Design
The College of Fine and Applied Arts

Jerianne Taylor, Interim Chair and Associate Professor
TillerJS@appstate.edu

Marie Hoepfl, Graduate Program Director and Professor
HoepflMC@appstate.edu

www.tec.appstate.edu

The Department of Technology and Environmental Design offers the following graduate degree programs:

- **Master of Science in Technology (Major Code: 599*/15.0612) with concentrations:**
 - **Appropriate Technology (599B)**
 - **Building Science (599D)**
 - **Graphic Arts and Imaging Technology (599E)**
 - **Renewable Energy Engineering (599F)**
 - **Sustainable Design and Construction (599G)**

The Department of Technology and Environmental Design offers courses in a variety of technical areas, including appropriate technology, renewable energy, graphic arts and imaging technology, and sustainable design. Students in the graduate program have the opportunity to develop prerequisite and advanced technical expertise in relation to specific concentration areas. Emphasis at the graduate level includes leadership, research, and analytical skill development. A team-based, problem-solving approach to course work and research is stressed, and a variety of field-based experiences can be integrated into the graduate program of study. The program's aim is to foster philosophies for lifelong professional development and contributions to the professional field of study, with a particular emphasis on development of sustainable technologies.

Graduates of the Department of Technology and Environmental Design are prepared for careers in fields such as renewable energy research and development; building sciences, including building energy efficiency; print production management; secondary or post-secondary teaching; or for continuing education at the doctoral level.

NOTES: Requirements for admission to candidacy: Satisfactory completion of TEC 5000; completion

of 18 s.h. of graduate course work with at least a 3.0 GPA; completion of an approved Program of Study, which is filed with the graduate coordinator.

PEACE CORPS MASTER’S INTERNATIONAL PROGRAM: The Technology program is recognized by the Peace Corps as an MI program. Students who are admitted to the Technology program as MI students will apply to the Peace Corps during the graduate admission process or immediately following admission. These students will complete a program of study designed to allow for one year of coursework at Appalachian followed immediately by Peace Corps service. Some additional academic coursework related to the Peace Corps teaching assignment will be completed during the 27 month Peace Corps rotation, and the student will typically return to Appalachian for one semester to complete the master’s degree.

PROGRAM OF STUDY FOR THE MASTER OF SCIENCE IN TECHNOLOGY

Admission Requirements: Baccalaureate degree* from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; statement of career goals.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

*Students selecting the Renewable Energy Engineering or Building Energy Engineering concentrations must hold bachelor’s degrees in engineering, science, or related fields and have completed a college-level calculus sequence, differential equations, and a two-semester calculus-based physics sequence.

Location: On Campus

Course Requirements for the Master of Science in Technology Semester Hours Required (minimum): 36		
Foundation Courses	<ul style="list-style-type: none"> • TEC 5139: Technology and Culture (3) • TEC 5670: Seminar (0) 	3
Research Core	<ul style="list-style-type: none"> • TEC 5000: Research in Technology (3) • Choose one of the following courses: <ul style="list-style-type: none"> ◦ TEC 5809: Research and Development in Technical Areas (3) ◦ TEC 5999: Thesis (6) 	6 or 9
	<p>Appropriate Technology Concentration (Code: 599B)</p> <ul style="list-style-type: none"> • 9 s.h. chosen from the graduate core: <ul style="list-style-type: none"> ◦ TEC 5119: Industrial Leadership, Organization, and Communication (3) ◦ TEC 5129: Project Management (3) 	

- TEC 5149: Entrepreneurship in Technology and Science (3)
- TEC 5900: Internship (3)
- Approved graduate-level discipline-related advanced computer modeling course (3)
- 12 s.h. of approved coursework related to Appropriate Technology; see the Graduate Coordinator in the Department of Technology and Environmental Design for the specified list.
- 3-6 s.h. of graduate electives

OR

Building Science Concentration (Code: 599D)

- 9 s.h. chosen from the graduate core:
 - TEC 5119: Industrial Leadership, Organization, and Communication (3)
 - TEC 5129: Project Management (3)
 - TEC 5149: Entrepreneurship in Technology and Science (3)
 - TEC 5900: Internship (3)
 - Approved graduate-level discipline-related advanced computer modeling course (3)
- 12 s.h. of approved coursework related to Building Science; see the Graduate Coordinator in the Department of Technology and Environmental Design for the specified list.
- 3-6 s.h. of graduate electives

OR

Graphic Arts and Imaging Technology Concentration (Code: 599E)

- 9 s.h. chosen from the graduate core:
 - TEC 5119: Industrial Leadership, Organization, and Communication (3)
 - TEC 5129: Project Management (3)
 - TEC 5149: Entrepreneurship in Technology and Science (3)
 - TEC 5900: Internship (3)
 - Approved graduate-level discipline-related advanced computer modeling course (3)
- 12 s.h. of approved coursework related to Graphic Arts and Imaging Technology; see the Graduate Coordinator in the Department of Technology and Environmental Design for the specified list.
- 3-6 s.h. of graduate electives

OR

Renewable Energy Engineering Concentration (Code: 599F)

- Renewable Energy Engineering Courses:
 - TEC 5210: Theory and Practice of Engineering Thermodynamics (3)
 - TEC 5220: Theory and Practice of Thermal Fluid Systems (3)
 - TEC 5260: Renewable Energy Engineering (3)

**Concentration
(CHOOSE
ONE)**

24 or
27

- TEC 5270: Advanced Computer Modeling of Renewable Energy (3)
- Science and Mathematics Cognate Courses: 6-9 s.h. of approved graduate courses in Physics, Chemistry, Biology, Mathematics or Statistics
- 6-9 s.h. of approved Appropriate Technology courses; see the Graduate Coordinator in the Department of Technology and Environmental Design for the specified list.

OR

Sustainable Design and Construction Concentration (Code: 599G)

- 6-9 s.h. chosen from the graduate core:
 - TEC 5119: Industrial Leadership, Organization, and Communication (3)
 - TEC 5129: Project Management (3)
 - TEC 5149: Entrepreneurship in Technology and Science (3)
 - TEC 5900: Internship (3)
 - Approved graduate-level discipline-related advanced computer modeling course (3)
- Sustainable Design and Construction Courses:
 - TEC 5410: Integrated Design Studio (6)
 - TEC 5420: Sustainable Design/Build Laboratory (3)
 - TEC 5430: Project Site Administration (3)
- Building Science Cognate Courses:
 - TEC 5618: Sustainable Building Design and Construction (3)
 - Choose one of:
 - TEC 5708: Building Science (3)
 - TEC 5380: Advanced Building Science (3)

Other Requirements for the MS in Technology (all concentrations):

- **Thesis:** Optional elective
- **Proficiency:** Not required
- **Candidacy:** Required for thesis option; awarded upon approval of thesis committee and prospectus
- **Comprehensive:** Written Exam and Oral Presentation for Technical Competencies - Students selecting the non-thesis option will have a written and oral exam covering coursework included on their program of study. The written exam is typically completed during the third semester of graduate study, During the last one-third of the program and no later than the last regular class day of the semester, there will be an oral presentation of technical competencies to the program committee.
- **Product of Learning:** Not required

Related Course Listings

- [Biology \(BIO\)](#)
- [Chemistry \(CHE\)](#)
- [Mathematics \(MAT\)](#)

- [Physics \(PHY\)](#)
- [Statistics \(STT\)](#)
- [Technology \(TEC\)](#)

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Graduate Certificate in Women's Studies

Department of Cultural, Gender and Global Studies
College of Arts and Sciences

Mark Nunes, Chair
NunesM@appstate.edu

Kim Hall, Program Director
HallKI@appstate.edu

www.ws.appstate.edu/certificate.html

The Women's Studies Program offers the graduate certificate in Women's Studies (130A/05.0207).

The certificate allows students to seek training at the graduate level in women's studies and get formal recognition for completing this training successfully.

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN WOMEN'S STUDIES

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); letter explaining the applicant's education and work background, interests, and plans, with an emphasis on how the WS coursework will enhance, complement, or advance the applicant's work and/or education.

Location: On Campus

Course Requirements for the Graduate Certificate in Women's Studies (Code: 130A) Semester Hours Required (minimum): 12		
	<ul style="list-style-type: none">• WS 5600: Feminist Perspectives on Pedagogy and Academe (3)• WS 5650: Feminist Theories (3)	

Courses	<ul style="list-style-type: none"> • Choose two courses out of the following list*: <ul style="list-style-type: none"> ◦ AS 5530-5549: Selected Topics (when the topic is gender) (1-4) ◦ ENG 5200: Issues in Teaching English (when taught by WS faculty) (3) ◦ ENG 5650: Gender Studies (3) ◦ FRE 5003: French Women Writers (3) ◦ GHY 5130: Seminar in Human Geography (when the topic is gender) (3) ◦ HIS 5107: Research Seminar in European History (when the topic is gender) (3) ◦ HIS 5207: Research Seminar in American History (when the topic is gender) (3) ◦ HIS 5307: Research Seminar in Latin American History (when the topic is gender) (3) ◦ HIS 5530-5549: Selected Topics (when the topic is gender) (1-4) ◦ HPC 5130: Women's Issues in Counseling (3) ◦ IDS 5530-5549: Selected Topics (when the topic is gender) (1-4) ◦ SOC 5650: Women in the Justice System (3) ◦ SOC 5800: Sociology of the Family (3) ◦ WS 5500: Independent Study (1-4) ◦ WS 5530-5549: Selected Topics (1-4) ◦ WS 5900: Internship (3) 	12
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*Please refer to the Women's Studies website <http://www.ws.appstate.edu/> for lists of additional approved courses.

Related Course Listings

- [Appalachian Studies \(AS\)](#)
- [English \(ENG\)](#)
- [French \(FRE\)](#)
- [Geography \(GHY\)](#)
- [History \(HIS\)](#)
- [Interdisciplinary Studies \(IDS\)](#)
- [Sociology \(SOC\)](#)
- [Women's Studies \(WS\)](#)

Graduate Course Catalog

Graduate courses at Appalachian are numbered 5000 and above. 5000 is master's level; 6000 is specialist level; 7000 is doctoral level. Courses numbered below 5000 may **not** count toward the minimum hours required for a graduate degree or certificate program of study.

The table below lists course disciplines along with the departments that offer the courses. Each prefix in the table is a link to the listing of courses in that area.

Courses for Continued Enrollment

Courses numbered 5989/7989 courses are intended for continued enrollment purposes only and do not count toward the minimum hours required for a graduate degree or certificate program of study. All other courses described in this bulletin (except courses numbered 5989 and 7989) are courses that count as a required or elective course on a program of study for at least one graduate degree.

Cross-listed Courses

Several courses are shared across two or more disciplines or departments, and as such are cross listed under multiple prefixes. Students may only count one version of such a course on a program of study. These cross-listed courses are indicated with a notation in (parentheses) at the end of the course description.

Dual-listed Courses

Selected courses at the 5000 level are dual listed with senior undergraduate (4000-level) courses, meaning that the two courses may be offered in the same room at the same time. Graduate students in these 5000-level courses will have additional requirements specified on the syllabus to ensure a more in-depth study of the course topics. These dual-listed courses are indicated with a notation in [brackets] at the end of the course description. Graduate students may include up to 12 semester hours of dual-listed 5000-level courses on a program of study.

Format of Course Descriptions

Courses in this Bulletin are listed as follows.

Prefix Number. Title/(Semester Hours).Term(s) of Offering. Short description of course contents, including any prerequisites. (Cross-listing notation) [Dual listing notation]

For example, the following is an MAT (mathematics) course numbered 5710 entitled "Introduction to Topology" offered for 3 semester hours credit usually in the Fall semester. It has one prerequisite and is dual-listed with 4710.

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.]

When a prerequisite is at the undergraduate level (below the 5000 level), students should consult with the department regarding whether they have the relevant background to succeed in the graduate course.

Graduate Courses Offered at Appalachian

Prefix	Discipline	Department, College or School Offering the Course
ACC	Accounting	Department of Accounting
AMU	Applied Music	Hayes School of Music
ANT	Anthropology	Department of Anthropology
AS	Appalachian Studies	Center for Appalachian Studies
BE	Business Education	Department of Curriculum & Instruction
BIO	Biology	Department of Biology
BUS	Business	Walker College of Business
CSD	Communication Sciences & Disorders	Department of Communication Sciences & Disorders
CHE	Chemistry	Department of Chemistry
CI	Curriculum and Instruction	Department of Curriculum & Instruction
CIS	Computer Information Systems	Department of Computer Information Systems
CJ	Criminal Justice	Department of Government & Justice Studies

<u>COM</u>	<u>Communication</u>	<u>Department of Communication</u>
<u>CS</u>	<u>Computer Science</u>	<u>Department of Computer Science</u>
<u>DAN</u>	<u>Dance</u>	<u>Department of Theatre & Dance</u>
<u>ECO</u>	<u>Economics</u>	<u>Department of Economics</u>
<u>EDL</u>	<u>Educational Leadership</u>	<u>College of Education Doctoral Program</u>
<u>ENG</u>	<u>English</u>	<u>Department of English</u>
<u>ES</u>	<u>Exercise Science</u>	<u>Department of Health & Exercise Science</u>
<u>FCS</u>	<u>Family and Consumer Sciences</u>	<u>Department of Family & Consumer Sciences</u>
<u>FDN</u>	<u>Foundations of Education</u>	<u>Department of Leadership & Educational Studies</u>
<u>FIN</u>	<u>Finance, Banking and Insurance</u>	<u>Department of Finance, Banking & Insurance</u>
<u>FRE</u>	<u>French</u>	<u>Department of Languages, Literatures, & Cultures</u>
<u>GHY</u>	<u>Geography</u>	<u>Department of Geography & Planning</u>
<u>GLY</u>	<u>Geology</u>	<u>Department of Geology</u>
<u>GRA</u>	<u>Graphic Arts & Imaging Technology</u>	<u>Department of Technology and Environmental Design</u>
<u>GRD</u>	<u>Graduate School</u>	<u>Williams Graduate School</u>
<u>GS</u>	<u>General Science</u>	<u>Department of Biology</u>
<u>HE</u>	<u>Higher Education</u>	<u>Department of Leadership & Educational Studies</u>
<u>HED</u>	<u>Health Education</u>	<u>Department of Curriculum & Instruction</u>
<u>HIS</u>	<u>History</u>	<u>Department of History</u>
<u>HPC</u>	<u>Human Development</u>	<u>Department of Human Development &</u>

	& Psychological Counseling	Psychological Counseling
IDS	Interdisciplinary Studies	Department of Cultural, Gender, and Global Studies
IND	Industrial Design	Department of Technology and Environmental Design
ITC	Instructional Technology/Computers	Department of Leadership & Educational Studies
LIB	Library Science	Department of Leadership & Educational Studies
LLC	Languages, Literatures & Cultures	Department of Languages, Literatures & Cultures
LSA	Leadership in School Administration	Department of Leadership & Educational Studies
MAT	Mathematics	Department of Mathematical Sciences
MBA	Master of Business Administration	Walker College of Business
MGT	Management	Department of Management
MKT	Marketing	Department of Marketing
MUS	Music	Hayes School of Music
NUT	Nutrition	Department of Nutrition & Health Care Management
PA	Public Administration	Department of Government & Justice Studies
PHL	Philosophy	Department of Philosophy & Religion
PHY	Physics	Department of Physics & Astronomy
PLN	Community & Regional Planning	Department of Geography & Planning

POM	Production Operations Management	Department of Computer Information Systems
PS	Political Science	Department of Government & Justice Studies
PSY	Psychology	Department of Psychology
RC	Rhetoric and Composition	Department of English
RE	Reading	Department of Reading Education & Special Education
REL	Religious Studies	Department of Philosophy & Religion
RES	Research	Department of Leadership & Educational Studies
RM	Recreation Management	Department of Recreational Management & Physical Education
SD	Sustainable Development	Department of Sustainable Development
SOC	Sociology	Department of Sociology
SNH	Spanish	Department of Languages, Literatures, & Cultures
SPE	Special Education	Department of Reading Education & Special Education
STT	Statistics	Department of Mathematical Sciences
SW	Social Work	Department of Social Work
TEC	Technology	Department of Technology and Environmental Design
THR	Theatre	Department of Theatre & Dance
WS	Women's Studies	Department of Cultural, Gender, and Global Studies

Course catalog is set up by Department, College or School offering courses.

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Department of Accounting, Walker College of Business

Graduate Courses in Accounting (ACC)

www.accounting.appstate.edu

Doug Roberts, Acting Chair

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

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

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

ACC 5180. Advanced Issues in Corporate Taxation/ (3).On Demand. 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 (Individual Income Taxation).

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

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

ACC 5240. Accounting for Sustainable Practice (3).On Demand. This course focuses on the critical role of accounting in helping managers address sustainability issues and measure sustainability performance. Because traditional models in accounting and financial reporting may be difficult to apply when measuring sustainability performance, frameworks such as the Triple Bottom Line concept

or the Balanced Scorecard have been developed to accommodate the measurement of a firm's performance on 3 levels: economic prosperity, environmental impact, and social justice. This course focuses on the challenges faced by managers and accountants in using traditional accounting techniques to measure and report on sustainable activities, and offers guidance on how to overcome these challenges. The course will also examine the ethical issues associated with sustainability measurement and disclosure, critical effects of tax policy on sustainable practice management, and current issues in sustainability reporting and assurance. (Same as MBA 5240.)

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

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

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

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

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

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

ACC 5380. Multijurisdictional Taxation (3).On Demand. A study of state and local tax laws including income, franchise, property, sales and use and excise taxes. The state and local taxation of individual and business entities is covered and planning opportunities are discussed. Additionally, the course examines the U.S. laws of international taxation as well as tax issues affecting U.S. multinational companies. Prerequisite: ACC 3580 (Individual Income Taxation) or equivalent.

ACC 5390. Contemporary Issues in Accounting/ (3).F. A seminar approach to the major issues facing the accounting profession. Topics may include such items as standards overload, the accounting profession and the SEC, alternative bases of accounting, the future of the FASB, the functioning of the

FASB as a problem solving body, Emerging Issues Task Force, Ethics, Congressional oversight of the accounting profession, Government Accounting Standards Board, Cost Accounting Standards Board, social accounting, behavioral sciences and accounting, and other areas of concern as they are identified. Prerequisite: permission of the instructor.

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

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

ACC 5550. Accounting for Not-for-Profit and Governmental Organizations (3).On Demand.

Theory and practice of budgetary and fund accounting, financial reporting, measures of output and performance, techniques for planning and control, and auditing for non-profit and governmental entities. Prerequisite: permission of the instructor.

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

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

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

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

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

ACC 5680. Wealth and Tax Planning (3).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 3580 (Individual Income Taxation) or equivalent.

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

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

ACC 5989. Graduate Research (1-9).On Demand. This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on

an S/U basis. ACC 5989 does not count toward a degree.

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

ACC 5999. Thesis (6).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.



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Department of Anthropology, College of Arts and Sciences

Graduate Courses in Anthropology (ANT)

www.anthro.appstate.edu

Diane Mines, Department Chair

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

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

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

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

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

ANT 5600. Medical Anthropology (3).On Demand. 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.

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

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

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

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Center for Appalachian Studies, College of Arts and Sciences

Graduate Courses in Appalachian Studies (AS)

www.appstudies.appstate.edu

William Schumann, Center Director

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

AS 5015. Old Time Music Traditions (3).F. Alternate years. A multi-cultural study of old time music and its roots, with interdisciplinary approaches from the humanities and social sciences. Lecture three hours. [Dual-listed with AS 4015.]

AS 5020. Colloquium in Appalachian Studies (3).On Demand. A team-taught interdisciplinary colloquium which will examine contemporary regional, state, and national issues that affect the Appalachian region. The course is designed to help students understand the Appalachian region from a multidisciplinary perspective. The course should be taken by the student during the last semester of residence in the program.

AS 5025. Pedagogy for Appalachian Studies (3).S. A course designed for graduate teaching assistants responsible for teaching Appalachian Studies courses. Students will learn strategies for effective teaching in face-to-face, online, and hybrid college classrooms and will develop skills in constructing a syllabus; writing learning objectives; structuring reading and writing assignments; and assessing student outcomes. Participants will be introduced to educational philosophies for college-level teaching, will learn about current issues in the teaching of Appalachian Studies, and will learn how to access teaching resources.

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

A S 5040. Documentary Field Research Methods (3).On Demand. This course provides students the opportunity to develop an in-depth understanding of field research in Appalachian Studies. During this course, students will be introduced to the history of documentary as field research and are required to complete a set of writing assignments to demonstrate their understanding of this history. Students will also complete a series of exercises to build their multimedia skills. Students must then use best practices in field research to develop a final project. The expectation is that this final product will connect to thesis research, or become part of a professional presentation or published article. Topics will include oral histories, folklore, and community organizing.

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

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

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

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

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

AS 5999. Thesis (3-6).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

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Department of Biology, College of Arts and Sciences

Graduate Courses in Biology (BIO) and General Science (GS)

www.biology.appstate.edu

Sue Edwards, Department Chair

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.

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

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

(Ecology). Lecture three hours, laboratory three hours.

BIO 5250. Current Topics in Ecology and Evolutionary Biology (3).F;S. This seminar is designed to encourage students to delve more deeply into the ecological and evolutionary literature, with a focus on current issues. The students will be required to interpret the results of recent literature (published within the last year), 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. Course content changes each offering. May be repeated for a total credit of 12 semester hours.

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 1101 (Biology in Society I) and BIO 1102 (Biology in Society II); BIO 2000 (Intro to Botany), BIO 2001 (Intro to Zoology), BIO 3302 (Ecology) or equivalent, or permission of the instructor. Lecture three hours, laboratory three hours.

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

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

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

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

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

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

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

BIO 5513. Plant Molecular Biology (4).F.Alternate years. A study of molecular aspects of plant life,

examining features that distinguish plants from other organisms on a cellular and molecular level. The laboratory introduces methods and applications of modern plant science and biotechnology. Students should be familiar with the basic concepts of molecular biology and plant genetics and have some experience in molecular laboratory techniques. Lecture three hours, laboratory three hours. Prerequisites: BIO 3800 (Molecular Biology) or permission of the instructor. [Dual-listed with BIO 4513.]

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 (4).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 and laboratory will emphasize techniques of observing, recording and analyzing data using a research project format. Lecture three hours, laboratory three hours. [Dual-listed with BIO 4551.]

BIO 5552. Entomology (4).F. A study of the insects, including relevant anatomy for identification and physiology for function, with a special emphasis on the ecological roles of insects and their interaction with other organisms. Evolutionary relationships with related arthropods are also covered. Basic taxonomy of the major insect groups is addressed with a required insect collection, which teaches collecting and preservation techniques. Students are involved in basic experimentation that allows for investigating this very diverse animal group. Lecture three hours, laboratory three 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 (Intro to Chemistry I), CHE 1110 (Intro to Chemistry Laboratory I), CHE 1102 (Intro to Chemistry II), CHE 1120 (Intro to Chemistry Lab II) and CHE 2201 (Organic Chemistry I) 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 (4).F. This course focuses on the ecology, evolution and diversity of fishes. Aspects of fish physiology and behavior will also be covered along with important conservation issues. In the laboratory, students will have the opportunity to learn how to identify major groups of fishes with emphasis on freshwater species. Lecture three hours, laboratory three hours. [Dual listed with BIO 4557.]

BIO 5558. Taxonomy of the Fleshy Fungi (3).On Demand. An in-depth study of the fleshy fungi [mushrooms (agarics), chanterelles, hydnums, polypores, and corals] with an emphasis on morphology, systematics, and ecology. Methods of collection, macroscopic and microscopic dissection,

identification, and preservation are covered. Field trips are required. Lecture two hours, laboratory three hours. [Dual-listed with BIO 4558.]

BIO 5559. Mammalogy (4).S. The natural history, distribution, adaptations, taxonomy and economic importance of mammals. Field trips and visits to zoos will be arranged. Lecture three hours, laboratory three hours. [Dual-listed with BIO 4559.]

BIO 5560. Herpetology (4).F. The history, morphology, systematics, physiology, and distribution of amphibians and reptiles. Methods of collecting, storing, studying and identifying specimens as well as behavioral aspects of species in their natural habitats will be covered. Field trips will be required. Lecture three hours, laboratory three 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 (Biology in Society I) and BIO 1102 (Biology in Society II), or equivalent. Lecture three hours. [Dual-listed with BIO 4563.]

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

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

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

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

BIO 5570. Parasitology (4).F. A survey of protozoan, helminthic and arthropod parasites with emphasis on organisms of medical and veterinary importance. Lecture three hours, laboratory three hours. [Dual-listed with BIO 4570.]

BIO 5571. Plant-Insect Interactions in Terrestrial Ecosystems (4).F Alternate years. A study of the associations between insects and plants, using lecture, class discussions and laboratory exercises. Lecture topics include constraints imposed by plants on herbivorous insects and the strategies insects use to overcome them, pollination biology and ecology and the interplay between biotic and abiotic

factors in determining interactions. Students are expected to lead class discussions of current literature. Laboratory exercises are field-based mini-experiments leading to the development of an individual project with experimentation and paper presentation. As a graduate student, mentoring of undergraduate research projects is required. Lecture three hours, laboratory three hours. [Dual-listed with BIO 4571.]

BIO 5572. Virology (3).F. The objective of this course is to introduce students to the principles of virology as related to the structure, biochemistry, replication, pathogenesis and control of viruses. There will be an emphasis on disease processes and the interaction of animal viruses. General topics include the chemical and physical properties of viruses, virus classification, cultivation and assay of viruses, pathogenesis, persistent infections, biotechnology, and viruses as a cause of neoplasia. The students' analytical and intuitive skills will be challenged by analyzing figures and data from journal articles in class discussions. Lecture three hours. [Dual-listed with BIO 4572.]

BIO 5575. Ecotoxicology (4).S. This course introduces the various classes of toxicants, their fate within organisms and ecosystems, and the chemical transformations and mechanisms of toxicity. This course will also introduce students to standard lab and field toxicity tests, analysis of toxicity and quantification of toxins, data reduction and analysis, and the power of statistical analyses to identify significant effects. A case study approach will be utilized in lecture and labs to examine the toxic effects of heavy metals, organic compounds, insecticides, and environmental endocrine disrupters. Students will learn about important endpoints and bio-indicators of toxin exposure specific to each class of toxin and how they are used in ecological risk assessment. A service-learning component of the course will require students to design, write a mock grant proposal for, and lead a group toxicology project with a local community partner. Lecture three hours, laboratory three hours with some required field trips. [Dual-listed with BIO 4575.]

BIO 5601. Animal Behavior-Ethology (4).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 three hours, laboratory three hours. [Dual-listed with BIO 4601.]

BIO 5650. Bioinformatics (3).F.Alternate years. An introduction to computational molecular and cellular biology. Students will have the opportunity to learn how to mine biological databases for information; retrieve, analyze, and compare biological sequence data; and predict sequence features and relationships using computational tools. Lecture two hours, laboratory two hours. Prerequisite: BIO 3800 (Molecular Biology) or permission of the instructor.

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

BIO 5710. Genomics (3).S.Alternate years. An exploration of how genomic information is obtained; new insights gained from this information into the workings of life at the molecular, cellular and organismal level; and how this information is being used to understand evolution, symbiosis, pathogenesis, effectiveness of vaccines, cancer diagnosis and treatment, and other current issues. Lecture three hours. Prerequisites: BIO 3800 (Molecular Biology) with a grade of "C" or higher in each, or permission of the instructor.

BIO 5720. Gene Regulation (3).S.Alternate years. An exploration of the molecular principles

underlying the regulation of the expression of a gene in the context of the Central Dogma of Molecular Biology. Topics include: the Central Dogma, DNA structure and packaging, general transcription, and *cis* and *trans* regulatory elements and factors. Lecture three hours. Prerequisites: BIO 3800 (Molecular Biology) with a grade of “C” or higher in each, or permission of the instructor.

BIO 5777. Biostatistics (4).F. An introduction to biological statistics, both parametric and non-parametric, including descriptive statistics, probability, inference testing, hypothesis development, t-tests, ANOVA, regression, categorical data analysis and basic experimental design. Laboratory is designed to allow students to analyze data using the SAS system. Lecture three hours, laboratory two hours. Prerequisite: STT 2810 (Introduction to Statistics) or equivalent, or permission of the instructor.

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 5980. Instructional Methods in the Life Sciences (2).F;S. This course will provide training on effective pedagogy and communication skills for teaching assistants in the introductory biology program. In addition to the scientific principles of the weekly lab sessions, students in this course will be familiarized with the design of science lab content and the principles of developing effective assessment procedures. BIO 5980 may be repeated for two semester hours each semester; however, it cannot be counted toward the 30 semester hours minimum that are required for the Master of Science degree in Biology. Required of Graduate Teaching Assistants in their first year. Graded on an S/U basis.

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

BIO 5998. Thesis Preparation (1-3).On Demand. This course enables students to plan their master’s thesis project by examining the pertinent literature, developing the experimental design, and carrying out the proposed research. Extensive collaboration with the student’s thesis chair is expected. BIO 5998 may be repeated for 1-3 s.h. each semester, however, it cannot be counted toward the 30 semester hours minimum that are required for the Master of Science degree in Biology. Graded on an S/U basis.

BIO 5999. Thesis (4-8).On Demand. Required in the program of study for the Master of Science degree in Biology. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

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

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

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

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

BIO 6615. Current Topics in Molecular Biology (3). F;S. Seminar course exploring recent advances in Cell and Molecular Biology using primary literature published within the last six months. Course

content changes each offering. BIO 6615 may be repeated for a total credit of 18 semester hours.

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

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

General Science (GS)

GS 5500. Independent Study (1-4).On Demand.

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

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

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

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Walker College of Business

Graduate Courses in Business (BUS) and Business Administration (MBA)

www.mba.appstate.edu

Joseph Cazier, Associate Dean

Business (BUS)

BUS 5001. Foundations in Business Statistics (1).On Demand. This course introduces the fundamental statistical tools for business applications using spreadsheets. The topics covered may include concepts of probability, probability distributions, and statistical estimation. Prerequisite: admission to the MBA Program or permission of the program director.

BUS 5002. Foundations in Financial Accounting (1).On Demand. 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. Prerequisite: admission to the MBA Program or permission of the program director.

BUS 5003. Foundations in Economics (1).On Demand. This course introduces the student to the microeconomic environment of business decisionmaking. Topics may include modeling markets with supply and demand analysis and the influence of price, production, cost and technology on the firms' decisions. Prerequisite: admission to the MBA Program or permission of the program director.

BUS 5004. Foundations in Finance (1).On Demand. An introduction to the financial concepts needed for the management of a business firm. Topics covered may include the time value of money, bond and stock valuation, capital budgeting, and financial statement analysis. Prerequisite: admission to the MBA Program or permission of the program director.

BUS 5005. Foundations in Marketing (1).On Demand. This course introduces the major concepts and tools employed in modern marketing. The course will study marketing from the perspective of for profit and not for profit organizations, domestic and international. Prerequisite: admission to the MBA Program or permission of the program director.

BUS 5006. Foundations in Organizational Behavior (1).On Demand. This course applies knowledge from the behavioral sciences to help students understand and solve problems they encounter as managers and group members in organizations. A variety of tools and concepts will be used to increase student awareness of the dynamics of organizational life, to approach organizational problems

in unique ways, and to develop individual and group skills for functioning effectively in today's organizations. Prerequisite: admission to the MBA Program or permission of the program director.

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

Business Administration (MBA)**

***Permission of the MBA Program Director is required to enroll in MBA courses.*

MBA 5020. International Experience (3).On Demand. This course will develop an understanding of international cultural differences and an understanding of some of the important aspects of conducting business in an international arena. Topics vary from year to year, but can include topics such as financial reporting across national borders, foreign currency exchange issues, marketing to foreign cultures, transfer pricing, transnational tax issues, and so forth. Heavy emphasis will be on student research and presentation. MBA 5020 may be repeated for a total credit of nine semester hours with the permission of the program director. Prerequisite: admission to the MBA Program or permission of the program director.

MBA 5060. Executive Seminar (1-3).On Demand. This course provides an opportunity to learn from diverse experienced business leaders about practical aspects of strategic leadership, general management, governance, international business and ethical responsibilities to develop perspectives about today's executive leadership roles. Topics will vary, but the key point is for all students to learn from someone with real world executive experience on topics pertinent to the business world today. Class will include a number of guest speakers designed to augment student exposure to seasoned professionals. Prerequisite: admission to the MBA Program or permission of the program director. This course is repeatable for up to 6 s.h. of credit.

MBA 5080 Sustainable Business for a Global Economy (3).On Demand. This course provides a general overview of sustainable business ideas and practices, building a lens for developing business models that integrate sustainability goals. Through discussions, cases, multimedia, and assignments, students will have the opportunity to learn how to gather and evaluate information on emerging sustainability applications and trends, while understanding diverse stakeholder approaches to viewing regulations, profitability, and opportunities. Prerequisite: admission to the MBA Program or permission of the program director.

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

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

MBA 5220. Operations and Supply Chain Management (3).On Demand. Operations and supply chain management involves the transformation of materials and other inputs into products and services.

It is one of the primary functions for both manufacturing and service businesses, and works closely with marketing, finance and accounting, engineering and other functions to develop strategic and business plans, and in implementing those plans. Objectives include the production of high-quality products and services to satisfy customer requirements at competitive prices, while effectively utilizing a number of different resources, such as employees, equipment, facilities, and information systems. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5230. Fundamentals of Business Analytics (3).On Demand. In this course students gain the skills required to succeed in today's highly analytical and data-driven economy. The course introduces the basics of data management, RFM Analysis, predictive modeling using decision trees and logistic regression techniques, design of experiments, customer segmentation and forecasting. This course includes lab work and a real data project to enhance competency of using analytics in real-world scenarios, and to engage in hands-on experience with SAS software to demonstrate capability of the concepts of data analysis. Prerequisite: admission to the MBA Program or Business Analytics Certificate or permission of the program director.

MBA 5240. Accounting for Sustainable Practice (3).On Demand. This course focuses on the critical role of accounting in helping managers address sustainability issues and measure sustainability performance. Because traditional models in accounting and financial reporting may be difficult to apply when measuring sustainability performance, frameworks such as the Triple Bottom Line concept or the Balanced Scorecard have been developed to accommodate the measurement of a firm's performance on 3 levels: economic prosperity, environmental impact, and social justice. This course focuses on the challenges faced by managers and accountants in using traditional accounting techniques to measure and report on sustainable activities, and offers guidance on how to overcome these challenges. The course will also examine the ethical issues associated with sustainability measurement and disclosure, critical effects of tax policy on sustainable practice management, and current issues in sustainability reporting and assurance. Prerequisites: admission to the MBA Program or permission of the program director and MBA 5320 or ACC 2110 (Principles of Accounting II) or equivalent. (Same as ACC 5240.)

MBA 5250. Strategic Sourcing and Logistics Management (3).On Demand. This course will focus on the integration of procurement and logistics management for the supply chain. Students are introduced to important supply chain concepts including supplier selection, supplier relationships, cost management, sourcing strategy, negotiation, incoterms, transportation planning and execution. The objective of the course is to develop procurement and logistics management skills that students can appreciate and use effectively in their careers. A case based approach will be used to reinforce and enrich course content.

MBA 5311. Communication in Conflict Management (3).On Demand. This is a course designed to provide the opportunity for students and the instructor to examine and research the central role of communication in resolving conflict within various organizational entities. The course will focus on conflict resolution and negotiation skills required in such environments as management and labor, public administration, families, and education. A particular area of concentration will be selected each semester. Prerequisite: admission to the MBA Program or permission of the program director. (Same as COM 5311.)

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

permission of the instructor.

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

MBA 5500. Independent Study (1-6).On Demand.

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

MBA 5600. Managerial Finance (3).On Demand. This course provides an in-depth study of the financial functions of a business. Financial theory and techniques for financial decisions are presented. Students are expected to use financial models and/or methods in solving problems. Students will receive exposure to advanced financial management material including financial analysis, capital budgeting, cash flow analysis, capital structure, risk and return valuation. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5680. Six Sigma, Lean and Quality Management (3).On Demand. This course will cover topics on the Six Sigma system, Six Sigma methodology, lean, quality system, quality conformance, and the management system for quality. The course will also discuss quality assurance, measurement, reliability, process control charts, and process improvement tools. Various real-world cases will be discussed. Prerequisite: admission to the MBA Program or permission of the program director.

MBA 5720. International Seminar (1-3).On Demand. Various topics are presented by international experts allowing students the opportunity to gain valuable insight about various specialties from faculty and from varying cultures as well. Topics to be announced. MBA 5720 may be repeated for a total credit of six semester hours. Prerequisite: admission to the MBA Program or permission of the program director.

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

MBA 5800. Business Practicum (1-6).On Demand. Business practica are available in the form of various community or university-based projects. MBA 5800 may be repeated for a total credit of six semester hours. Prerequisite: admission to the MBA Program or permission of the program director.

MBA 5820. Executive Skills (0).F;S;SS. This course is designed to help the student develop important business skills, such as resume-building, interviewing, networking and self-promotion. Material will be conveyed to the students through seminars, guest speakers and student projects. Students will also need to complete various assessment exercises. Prerequisite: admission to the MBA Program or permission of the program director. Full-time students must enroll each term; part-time students must enroll at

least three times; dual degree student at least twice. All students must enroll in their last semester of coursework.

MBA 5870. Analytical Models for Supply Chain Management (3).On Demand. Analytical models for supply chain management focuses on the applications and development of modeling tools for the supply chain. This course introduces students to important supply chain problems and solution methodologies including optimization, simulation, and other analytical methods. The objective of the course is to develop valuable modeling skills that students can appreciate and use effectively in their careers. Prerequisite: admission to the MBA Program or Business Analytics Certificate Program or permission of the program director. [Dual-listed with SCM 4870.]

MBA 5900. MBA Internship (1-6).On Demand. An appropriate work experience for students in the MBA Program. Graded on an S/U basis. Prerequisite: admission to the MBA Program or permission of the program director. MBA 5900 may be repeated for a total credit of six semester hours.

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

MBA 5998. Thesis Preparation (1-3).On Demand. The purpose of this course is to offer the student who chooses to write a thesis the opportunity to initiate a literature search, review research strategies, develop hypotheses for testing, and prepare a thesis proposal for review by the thesis committee. Prerequisite: admission to the MBA Program or permission of the program director.

MBA 5999. Thesis (1-6).On Demand. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S. Prerequisite: admission to the MBA Program or permission of the program director.

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Department of Chemistry, College of Arts and Sciences

Graduate Courses in Chemistry (CHE)

www.chemistry.appstate.edu

Claudia Cartaya-Marin, Department Chair

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 (Physical Chemistry I). Lecture three hours, laboratory three hours.

CHE 5580. Biochemistry I/(3).F;S. This course covers the properties of amino acids, proteins, carbohydrates, lipids and nucleic acids and presents a brief introduction to enzymology. Major emphasis is on the chemistry of biological compounds. An introduction to intermediary metabolism is also presented. Prerequisite: CHE 2101 (Fundamentals of Organic Chemistry) or CHE 2202 (Organic Chemistry II). 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 (Organic Chemistry Lab I) (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 (Biochemistry) with CHE 3301 (Physical Chemistry I) recommended but not required. Lecture three hours. [Dual-listed with CHE 4582.]

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

CHE 5999. Thesis/(4).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.



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Department of Communication, College of Fine and Applied Arts

Graduate Courses in Communication (COM)

www.asucom.appstate.edu

Jean DeHart, Interim Department Chair

COM 5152. Advanced Organizational Communication (3).On Demand. Application of communication methodology to the analysis of organizational communication processes. Students study methods of communication consulting, facilitation, and training. Prerequisite: admission to a certificate program, a graduate program, or permission of the instructor. [Dual-listed with COM 4152.]

COM 5311. Communication in Conflict Management (3).On Demand. This is a course designed to provide the opportunity for students and the instructor to examine and research the central role of communication in resolving conflict within various organizational entities. The course will focus on conflict resolution and negotiation skills required in such environments as management and labor, public administration, families, and education. A particular area of concentration will be selected each semester. Prerequisite: admission to a certificate program, graduate program, or permission of the instructor. (Same as MBA 5311.)

COM 5312. Advanced Crisis Communication/(3). On Demand. A course designed to help students understand the role of communication in the overall management of an organizational crisis. Students will study how to prepare crisis material, including a crisis communication plan and crisis manual.

COM 5425. Task-Oriented Group Facilitation Methods/(3).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.

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Department of Communication Sciences and Disorders, College of Health Sciences

Graduate Courses in Communication Sciences and Disorders (CSD)

www.comdis.appstate.edu

Dawn Botts, Interim Department Chair

CSD 5162. Structural Analysis of Language (3).F;S. A study of language content, form, and use with special emphasis on the acquisition of descriptive taxonomies for the classification of spoken language samples. The course includes guided and independent practice in language sampling and analysis procedures. (Meets ASHA III-B, III-C, III-D, IV-G) [Dual-listed with CSD 4162.]

CSD 5364. Audiology (3).F;S. The science of hearing and the etiologies of hearing impairment. Prerequisites: CSD 2259 (Communication Disorders), CSD 2260 (Anatomy and Physiology of the Speech and Hearing Mechanism), CSD 2464 (Basic Speech and Hearing Science), and CSD 2465 (Basic Speech and Hearing Science Laboratory); or permission of the department chair. (Meets ASHA III-C, III-D, IV-G) [Dual-listed with CSD 4364.]

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

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

CSD 5561. Introduction to Clinical Procedures I (3).F;S. This course provides instruction in methods used for intervention in speech-language pathology. Primary emphasis is placed on evidence-based remediation procedures for children and adults with communication disorders; implementing clinical approaches in a variety of settings; organization of clinical practicum; and writing skillful clinical reports, referral letters, IEPs, and IFSPs. Students will participate in clinical experiences. (Meets ASHA III-B)

CSD 5565. Clinical Practicum II (3).F;S. Supervised second level practicum in evaluation and therapy techniques in speech-language pathology. Specific clinical assignments will depend on prior and concurrent coursework in the disorders areas. Assignments will be consistent with the workload formula in the Department of Communication Sciences and Disorders Graduate Student Handbook. Students may have an off-campus placement. Graded on an S/U basis. Prerequisite: CSD 5561. (Meets ASHA III-B)

CSD 5566. Clinical Practicum III (3 or 6).F;S. Supervised third level practicum in evaluation and

therapy techniques in speech-language pathology. Specific clinical assignments will depend on prior and concurrent coursework in the disorders areas. Assignments will be consistent with the workload formula in the Department of Communication Sciences and Disorders Graduate Student Handbook. Students may have an off-campus placement. CSD 5566 may be taken for 6 s.h. alone, or for 3 s.h. credit concurrently with a 3 s.h. enrollment in CSD 5569. Graded on an S/U basis. Prerequisite: CSD 5565. (Meets ASHA III-B)

CSD 5569. Clinical Practicum IV (3).F;S. Supervised practicum involving evaluation and therapy techniques in speech-language pathology. Specific clinical assignments will depend on prior and concurrent coursework in the disorders areas. Graded on an S/U basis. Prerequisite: CSD 5566. (Meets ASHA III-B)

CSD 5660. Evidence-Based Practice in Communication Sciences and Disorders (3).F;S. This course provides instruction in evidence-based practice, including research and experimental design in communication sciences and disorders. The course will focus on the importance of evidence-based practice in communication sciences and disorders; scientific principles, methods and controls used in the field; design and analysis of research on groups and single subjects; levels of evidence in evidence-based practice; and constructing, writing, and presenting a research manuscript using evidence-based practice.

CSD 5661. Assessment and Evaluation (3).F;S. The philosophy and implementation of procedures for the evaluation of communication disorders in children and adults with emphasis on obtaining and interpreting case history data, conducting diagnostic interviews, and administering, scoring and interpreting data from diagnostic instruments used to evaluate articulation, language, fluency, voice, and motor speech disorders. Observation of and participation in diagnostic sessions are required. (Meets ASHA II-B)

CSD 5662. Management of Hearing Disorders (3).S;SS. 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. Prerequisite: CSD 4364/5364 (Audiology). (Meets ASHA III-C, III-D, IV-G) [Dual-listed with CSD 4662.]

CSD 5663. Disorders of Fluency (3).F.S. 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)

CSD 5666. Voice and Resonance Disorders (3).F.S. 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)

CSD 5669. Speech Sound Disorders (3).F.S. Clinical application of current research in disorders of the speech sound system. (Meets ASHA II-B)

CSD 5672. Severe Communication Disorders in Children and Adults (3).SS. 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)

CSD 5675. Preschool Language Disorders (3).F;S. A study of the evaluation and management of

language disorders in preschool children, including models of language and language disorders, high risk factors, and interdisciplinary assessment, program planning, and intervention. Prerequisites: CSD 3366 (Communication Development), CSD 4162 (Structural Analysis of Language), or permission of the instructor.

CSD 5676. School-Age Language Disorders (3).F;S. A study of the identification, evaluation, and management of language disorders in school-aged children and adolescents, with special emphasis on language development after age five, the role of language in educational contexts, formal and informal assessment strategies, alternative service delivery models, and specific strategies for intervention. Prerequisites: CSD 3366 (Communication Development), CSD 4162 (Structural Analysis of Language), or permission of the instructor.

CSD 5678. Written Language Disorders (3).F;S. A study of the identification, evaluation, and management of written language disorders in individuals from birth to 18 years who are at risk for or who have been identified as having a communication and/or specific language impairment (SLI). A special emphasis is placed on the written language skills of these individuals in a variety of educational contexts (e.g., daycare settings, developmental preschool programs, public schools, etc.). Formal and informal strategies for assessment, alternative service delivery models, and specific strategies for intervention will be covered. (Meets ASHA B-2). Prerequisites: CSD 5675 and CSD 5676 or permission of the instructor.

CSD 5682. Communication Disorders in Diverse Populations (3).SS. 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.

CSD 5766. Neuroanatomy and Physiology (3).F;S. Basic anatomy and physiology of the central and peripheral nervous systems with special emphasis on neural systems involved in normal and disordered speech, language, and hearing. Prerequisite: CSD 2260 (Anatomy and Physiology of the Speech and Hearing Mechanism). (Meets ASHA III-B) [Dual-listed with CSD 4766.]

CSD 5850. Adult Language Disorders (3).F;S. Description, assessment, differential diagnosis and management of acquired neurogenic language disorders, including aphasia, right hemisphere disorder, traumatic brain injury, and dementia. Emphasis is given to neurological bases, characteristics, etiologies, and clinical management within the framework of the International Classification of Function. Prerequisite: permission of the department chair. (Meets ASHA IIIC-G) [Dual-listed with CSD 4850.]

CSD 5851. Motor Speech Disorders (3).F;S. This course provides instruction in the differential diagnosis and management of neurogenic speech disorders, including the dysarthrias and apraxia of speech. (Meets ASHA II-B)

CSD 5852. Dysphagia (3).F;S. This course provides instruction in the description, differential diagnosis, and management of swallowing disorders in adults and children. Discussion will include developmental, behavioral, structural, and neurogenic disorders and the cultural influences on eating behaviors. (Meets ASHA III-B-H)

CSD 5900. Internship (6-12).F;S. An internship in the area of communication disorders. Graded on an S/U basis. Prerequisites: completion of CSD 5566 or its equivalent and permission of the Communication Disorders faculty. (Meets ASHA III-B)

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

CSD 5999. Thesis (1-4).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S. (Meets ASHA II-A or II-B)



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Department of Computer Information Systems and Supply Chain Management, Walker College of Business

Graduate Courses in Computer Information Systems (CIS), Production /Operations Management (POM), and Supply Chain Management (SCM)

www.cis.appstate.edu

Sean McGann, Chair

Computer Information Systems (CIS)

CIS 5100. Management Information System/(3).On Demand. A study of the methods and procedures of computerized information systems and how they should be used to create viable management information systems. Includes administrative uses and limitations of information systems in a company. Measures of information system effectiveness, documentation procedures, data security, legal implications and personnel requirements as well as system configurations and software are included. Prerequisite: admission to the MBA Program, Graduate CIS Certificate Program or other graduate programs or by permission of the chair of the CIS Department.

CIS 5250. Issues in E-Business/(3).On Demand. This course examines the concepts and issues associated with using the technologies and processes of electronic commerce to facilitate the operational success of a contemporary organization. Through extensive use of the Internet, students will gain direct experience with the promise, problems and potential of using information technology and electronic commerce in individual and organizational endeavors. Prerequisite: admission to the MBA Program, Graduate CIS Certificate Program or other graduate programs or by permission of the chair of the CIS Department.

CIS 5280. Systems Management/(3).On Demand. Introduction to General Systems Theory and its application to the analysis, design, and operation of information systems. Emphasis will be placed on the design and management of information technology, cybernetics, real-time systems, models and simulations, and man-machine systems. Prerequisite: admission to the MBA Program, Graduate CIS Certificate Program or other graduate programs or by permission of the chair of the CIS Department.

CIS 5300. Managing Information Technology/(3).On Demand. A seminar course providing a broad overview of the information systems management function. Emphasis on information systems management, with particular attention on planning, organizing, and controlling user services and managing the computer information systems development process. Prerequisite: admission to the MBA

Program, Graduate CIS Certificate Program or other graduate programs or by permission of the chair of the CIS Department.

CIS 5350. Advanced Database Concepts/(3).On Demand. Investigation and application of advanced database concepts including Database Administration, database technology and selection and acquisition of database management systems. In-depth practicum in data modeling and system development in a database environment will be emphasized utilizing both mainframe and micros. Prerequisite: CIS 4790 (Current Topics in Information Systems) 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 (Building Information Systems) (CIS 3250 can be taken concurrently).

CIS 5585. Advanced Data Communications and Networking (4).F;S. This course is a continuation of CIS 5280 and explores advanced topics in data communications and networking. It encompasses parts 3 and 4 of the CCNA (Cisco Certified Network Associate) certification and, upon successful completion, allows students to take the CCNA certification exam. Prerequisite: CIS 5280.

CIS 5610. Global Information Technologies (3).On Demand. This course presents students with the concepts and issues inherent in global information technology. The course examines the issues associated with using technology in a global environment, how global systems are developed, how culture, language, etc. impact systems and their development, outsourcing, strategies for global systems development and use, and issues facing Far East, European, Latin America, and Third World countries. Prerequisite: graduate status.

CIS 5620. IS Strategy, Policy, and Governance (3).On Demand. This course examines how to effectively lead an information systems organization. Chief Information Officers are tasked to take part in determining corporate strategy based on information technology and its potential role in corporate objectives - while determining the IS (Information System) strategy to most effectively implement the corporate strategy in terms of information technology, IS personnel, data, and telecommunications. That IS strategy will also be implemented in terms of an IS policy, and then executed as IS governance. IS governance will include personnel issues, legal and financial obligations, data privacy and security, vendor relations, and business unit liaison.

CIS 5630. Data Management (3).On Demand. Data mining is a broad area dealing with the analysis of a large volume of data that integrates techniques from several fields including machine learning, statistics, pattern recognition, artificial intelligence, and database systems. Data mining is a rapidly growing field that supports decision-making by detecting patterns, devising rules, identifying new decision alternatives and making predictions about the future. The course objective is to present the leading data mining methods and their application to real-world problems. The course is organized around a number of well-defined data mining tasks such as description, classifications, estimation, predictions, and affinity grouping and clustering. The topics covered include: introduction to knowledge discovery in the databases (KDD), statistical methods, emerging modeling techniques such as neural networks, and others. Prerequisite: admission to the MBA Program or Business Analytics

Certificate Program or permission of the program director.

CIS 5680. Developing Software Solutions (3).On Demand. This course focuses on the building of software systems including programming, logic, managing operating systems, and configuring large information systems, such as enterprise resource planning (ERP) systems. In this course, students will use a popular software package to build a working programming interface to solve business problems.

CIS 5710. e-Business Systems (3).On Demand. This seminar course discusses e-business issues that are current, applicable, relevant, and interesting. Students are expected to develop and execute a team project throughout the course. Relevant areas of e-business studied will include: electronic commerce, personalization management systems, content management systems, customer relations management systems, and community systems. This course ties together concepts from different areas of management and the economic, behavioral, functional and technical aspects of information systems.

CIS 5720. Advanced Internet Technologies (3).On Demand. In this course, students will have the opportunity to learn the technologies that are commonly used to develop e-business. These enabling technologies include ASP.NET, VB Script, Java2EE, XML, Web Service, XHTML, DHTML, Java Script, JSP, among others. The technologies that this course incorporates may change based upon current industry trends. This course concentrates on the skills to use these technologies and the business processes that drive Internet development, so that students are able to develop a robust, reliable, functional, and secure industry-level e-business web site. Prerequisite: CIS 5710.

CIS 5830. Security, Privacy and Ethical Issues in Analytics (3).On Demand. This course is designed as a broad overview of important security, privacy, ethical and societal issues that are relevant to the field of Business Analytics. Prerequisite: admission to the MBA Program or Business Analytics Certificate Program or permission of the program director.

CIS 5840. Advanced Security (3).On Demand. This course is designed to cover the main common body of knowledge topics identified by the Certified Information Systems Security Professional (CISSP) certification program. Topics include security management practices, access control, security models and architecture, physical security, telecommunications and networking security, cryptography, disaster recovery and business continuity, law, investigation, ethics, applications and systems development, computer forensics and, operations security. Prerequisite: CIS 5830.

CIS 5850. Business Analytics Project (3)On Demand. Students will work on a real world project taking raw data through the preparation, management and analysis phases to the presentation of results and recommendations from the analysis. Prerequisite: admission to the MBA Program or Business Analytics Certificate or permission of the program director.

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

Production / Operations Management (POM)

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

POM 5530-5549. Selected Topics (1-4).F;S.

Supply Chain Management (SCM)

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

SCM 5530-5549. Selected Topics (1-4).F;S.

SCM 5900. Internship (1-6).On Demand.

SCM 5989. Graduate Research (1-9).On Demand.



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Department of Computer Science, College of Arts and Sciences

Graduate Courses in Computer Science (CS)

www.cs.appstate.edu

James Wilkes, Department Chair

CS 5100. Seminar in Computer Science/(1).F. Discussion and presentation of current topics in computer science. Each student will make oral and written reports on the results of research conducted on an instructor approved topic. Prerequisite: graduate status in computer science.

CS 5110. Design and Analysis of Algorithms/(3).F. Algorithmic paradigms, worst-case and average-case analysis, recurrence relations, lower bounds, classes of P and NP, and NP-complete problems. Applications including sorting, searching, dynamic structures, set algorithms, graph algorithms, randomized algorithms, and pattern matching. Prerequisite: CS 3460 (Data Structures).

CS 5120. Applications of Graph Theory and Combinatorics/(3).S.Odd-numbered years. Basic concepts of graph theory and combinatorics as they are applied in computer science, including such topics as connectivity, colorability, planarity, distribution of distinct and nondistinct objects, generating functions and recursion, partitions, Latin squares, and block designs. Prerequisite: CS 3460 (Data Structures).

CS 5310. Numerical Analysis With Computer Applications/(3).On Demand. A study of methods of solving systems of linear and non-linear equations, differential equations and numerical integrations with emphasis on convergence properties and error analysis. Prerequisites: linear algebra, real variables, computer programming. Corequisite: MAT 5610. (Same as MAT 5310.)

CS 5440. Topics in Artificial Intelligence/(3).F.Odd-numbered years. This course will cover such topics as natural language processing, automated theorem-provers, expert system shells, and machine learning. Student projects will involve advanced logic programming techniques. Prerequisite: CS 4440 (Artificial Intelligence).

CS 5450. Computer Networking/(3).S.Even-numbered years. Computer network architectures. The Internet protocol suite including TCP, UDP, ICMP, and IP. Routing and congestion control. Network monitoring and management. Specification, design, and implementation of network protocols. Creation of a socket-based client/server distributed application. Prerequisite: CS 4450 (Data Communications and Networking).

CS 5465. Advanced Computer Graphics/(3).F.Odd-numbered years. Review of 2D coordinate systems, primitives and transformations. Anti-aliasing. Theory of light. Color models. Homogeneous coordinates and perspective transformations. Curve and surface representation. Solid modeling.

Reflection and refraction. Image rendering. Visualization and 4D computer graphics. Parallel computer graphics hardware and algorithms. Prerequisite: CS 4465 (Computer Graphics).

CS 5483. Computer Architecture/(3).S. An in-depth study of current concepts in computer architecture, including such topics as concurrent execution, parallel architectures, RISC architectures, pipelined and array processors, data-flow machines, and special purpose processors. Prerequisite: CS 3482 (Computer Systems II).

CS 5500. Independent Study/(1-3).F;S. Individual students study topics of interest under the direction of a faculty member. Prerequisite: 12 hours of graduate credit in computer science.

CS 5520. Operating Systems/(4).S. An in-depth study of the design and implementation of operating systems including device drivers, process management, memory management, and security issues. Lecture three hours, laboratory three hours. Prerequisite: CS 3482 (Computer Systems II). [Dual-listed with CS 4520.]

CS 5530-5549. Selected Topics in Computer Science/(1-4).On Demand. Topics of current interest in computer science not covered in existing courses. May be repeated for credit when content does not duplicate. Prerequisite: permission of the instructor.

CS 5550. Theoretical Computer Science/(3).S.Even-numbered years. A rigorous treatment of some theoretical aspects of computer science including formal definition of the notion of an algorithm, abstract machines, and formal grammars. Prerequisite: CS 2490 (Intro to Theoretical Computer Science). [Dual-listed with CS 4550.]

CS 5560. Advanced Operating Systems/(3).F.Even-numbered years. Principles of operating system design applied to state of the art computing environments such as object-oriented systems, multiprocessors, and distributed systems. Prerequisite: CS 5520.

CS 5569. Human-Computer Interfaces/(3).S.Even-numbered years. This course covers topics related to the design and evaluation of human-computer interfaces (HCI). Topics include: understanding the user audience, HCI architectures, design issues related to various interface components, measuring HCI usability, incorporating HCI design into system development, and social issues. Students are required to complete a group project in HCI presented in written form and orally to the class. Prerequisite: permission of the instructor. [Dual-listed with CS 4570.]

CS 5570. Design and Analysis of User Interfaces/ (3).F.Even-numbered years. This course covers systematic methods for design, development, testing and evaluation of human-computer interfaces (HCI). Students are required to apply these concepts to a specific HCI problem. Current research topics in HCI are discussed. Prerequisite: CS 5569.

CS 5620. Real-time Systems/(4).S.Odd-numbered years. Real-time hardware and software. Analog and digital data acquisition and reduction. Real-time algorithms and data structures. Advanced programming concepts including double buffering, interrupts, signal handlers, processes and threads, inter-process communication, synchronization, and the operating system kernel. Lecture three hours, laboratory three hours. Prerequisite: CS 3482 (Computer Systems II). [Dual-listed with CS 4620.]

CS 5630. Programming Language Translation/(4).F. Techniques for the translation of programming languages into machine or assembly language. Each student will participate in the writing of a compiler. Lecture three hours, laboratory three hours. Prerequisites: CS 3482 (Computer Systems II) and CS 3490 (Programming Languages). [Dual- listed with CS 4630.]

CS 5666. Software Engineering/(3).F. Methodical development of large software systems. Topics include: models, project life cycle, requirements and specification, structure charts and design criteria, incremental implementation, software metrics. Use of module and source code management, symbolic debugging, and project planning software. Students will participate in the realization of both group and individual software systems. Prerequisite: CS 3481 (Computer Systems I).

CS 5667. Advanced Software Engineering/(3).S.Odd-numbered years. Review of the system life cycle. Software metrics. System engineering. Analysis and system specification. Object-oriented modeling. Computer-aided software engineering (CASE). Verification, validation and formal specification. Both individual and group projects are required. Prerequisite: CS 5666.

CS 5710. Data Mining and Knowledge Discovery in Scientific Data/(3).On Demand. Large quantities of data are collected in different studies and/or experiments in science, engineering, business, and medicine. The data contain significant amounts of useful information or knowledge that is often hard to discover without computational tools and techniques. This course focuses on techniques used in data mining tasks such as classification, association rule mining, clustering, and numerical prediction. The approach utilizes visualization, statistics, and neural networks. The goal is to study data mining as a means to achieve knowledge discovery in databases. Prerequisites: CS 1440 (Computer Science I) and Statistics.

CS 5720. Scientific Computing with Visualization/(3).On Demand. Visualization plays a major role in understanding difficult concepts in different fields of science, engineering, medicine, and education. This course provides an opportunity to students from different disciplines to learn some visualization techniques that are applied to solve problems. The course uses several computational tools with visualization ability to solve problems and explore data from scientific fields, with emphasis on visualization of data, using available tools to build and understand computational models, and understanding and visualizing the solutions. Prerequisites: CS 1440 (Computer Science I) and Statistics.

CS 5740. Digital Image Processing/(3).On Demand. This course provides an opportunity for students to learn digital image processing techniques. Students apply these techniques to images from different fields of science, engineering, and medicine. The course covers image acquisition and display, properties of the human visual system, sampling and quantization, color image representations, image enhancement, image transformations, image compression, and image restoration. Prerequisites: CS 1440 (Computer Science I) with a grade of C or higher and MAT 2240 (Introduction to Linear Algebra). [Dual-listed with CS 4740.]

CS 5800. Project/(3).On Demand. In this course, students are required to work on an approved project under the guidance of a faculty advisor and/or the course instructor. Students are also required to prepare a written document and make an oral presentation about the project. Prerequisite: department approval. Graded on an S/U basis.

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

CS 5999. Thesis/(6).F;S. Prerequisite: departmental approval. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

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Cultural, Gender and Global Studies Department, College of Arts and Sciences

www.cgg.appstate.edu

Mark Nunes, Department Chair

Graduate Courses in Interdisciplinary Studies (IDS) and Women's Studies (WS)

Interdisciplinary Studies (IDS)

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

IDS 5530-5549. Selected Topics/(1-4).F;S.On Demand.

Women's Studies (WS)

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

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

WS 5600. Feminist Perspectives on Pedagogy and Academe/(3).On Demand. This course examines the feminist project in university education: the history of women's studies; the equality of women and members of other marginalized groups; gendered power within academic contexts; women in academic and administrative positions; tensions between various groups with emancipatory knowledge seeking projects; and feminist pedagogical practices. Students will examine autobiographical and other materials about the history, place, and progress of women in teaching, research, and administrative positions at American universities. Students will reflect on their own disciplines through an interdisciplinary scholarly lens. Students will be introduced to both professional opportunities and tensions in women's studies specifically and in academia more broadly.

WS 5650. Feminist Theories/(3).On Demand. This course surveys a wide range of contemporary feminist theories explaining the origins, dynamics, and transformation of gender-based inequalities. It examines the intellectual roots of modern feminist theories as well as feminist attempts to overhaul its

intellectual roots. Students will be introduced to the connections between feminist theories and other academic debates, and they will also study political movements that reach beyond the oppression of women *per se*. This course examines not only the feminist revisions of and impact on academic discourse but also related intellectual trends and political movements such as postmodernism, deconstruction, poststructuralist theory, postcolonial theory, and critiques of liberalism, humanism, and Marxism.

WS 5900. Internship/(3).F;S. Field work in community, government, non-profit, or professional agencies involved in or solving problems related to women's and gender issues. Graded on an S/U basis.



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Department of Curriculum and Instruction, Reich College of Education

Graduate Courses in Business Education (BE), Curriculum & Instruction (CI), and Health Education (HED)

www.ci.appstate.edu

Susan Colby, Interim Department Chair

Business Education (BE)

BE 5510. Office Management (3).F. Study of the responsibilities, problems and duties of the office manager approached from a management viewpoint; study made in managing the modern office from both a traditional and computerized office systems approaches; study of administering systems and procedures in office work and expansion of knowledge and techniques used to reduce and control office costs. [Dual-listed with BE 4510.]

BE 5555. Advanced Methods in Teaching Business and Marketing Subjects (3).F. This course provides students advanced methodology and classroom strategies in business and marketing education. It places emphasis on current issues such as: best pedagogical practices for business and marketing subjects taught within the school setting, emerging learning environments in which all learners can be successful, authentic assessment appropriate to diverse learners, use of technology to enhance teaching and learning, innovative teaching strategies to design and modify instruction.

BE 5565. Curriculum Development in Business and Marketing Education (3).S. This course provides students with understanding of principles for curriculum design, development, and implementation in business and marketing education. The content focuses on contemporary curriculum design and implementation strategies, a discussion of curriculum development for school-to-work transition, formulation of specific curriculum goals and objectives, identification and selection of relevant curriculum materials, and systematic assessment of the business and marketing education curriculum.

BE 5575. Analysis of Teaching Practices in Business and Marketing Education (2).F. This course provides students with an opportunity to conduct an original and unique action research project in an educational setting. Students will examine interactions in the classroom through in-depth observation and analysis of teaching practices, conduct a survey of literature, and apply action research methodology in workforce development areas such as business and marketing education.

BE 5650. Information Processing Applications for Business and Education Professionals (3).F. In this course, electronic office systems and equipment from an end-user perspective are explored. The course includes work in a variety of information processing applications such as word processing, spreadsheets, databases, presentation software, graphics, electronic mail, Internet applications, web page design, and integrated projects. Prerequisite: introductory data processing/computer course. [Dual-listed with BE 4650.]

BE 5660. Classroom Management and Assessment (2-3).F. This course provides opportunities for students to understand performance assessment and classroom management strategies needed to teach business and marketing education courses in public schools. Specifically, the course places emphasis in the following areas: multiple assessment strategies, making classroom management decisions and taking action, and documenting and communicating these actions. [Dual-listed with BE 4660.]

BE 5810. Seminar (3).On Demand. [Dual-listed with BE 4810.]

BE 5850. Management of Occupational Education Youth Organizations (3).S. A study of how to organize and administer youth organization in occupational business and marketing education for teachers in order to establish an excellent learning situation. [Dual-listed with BE 4850.]

Curriculum and Instruction (CI)

CI 5010. Evidence-Based Practice in Early Childhood Education (3).F.Odd-numbered years. This course will examine the meaning of evidence-based practice as it applies in early childhood education and intervention, with the goal of preparing students to become critical consumers of research. Students will review current literature concerning evidence-based practices for early childhood settings and explore ways to apply research findings in their professional practice across a variety of settings (e.g., school, home, intervention agency). (Same as FCS 5010/SPE 5010.)

CI 5020. Early Intervention (3).S.Odd-numbered years. This course will acquaint students with federal legislation pertaining to early intervention (EI) and examine multiple ways that early intervention (EI) professionals provide services in a variety of settings (e.g., home, child care facilities, schools, agencies, and community settings such as parks and grocery stores). Characteristics and needs associated with specific disabilities will be addressed as well as strategies to individualize services for children and their families. (Same as FCS 5020/SPE 5020.)

CI 5040. Teacher as Researcher (3).F;S. This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research. (Same as RES 5040/RE 5040/SPE 5040.)

CI 5041. Assessment to Improve Learning and Inform Teaching (3).F;S. This course, designed for classroom teachers, focuses on the evaluation of student performance to improve teaching and learning. Teachers will examine the theoretical foundations of assessment and evaluation and investigate research-based assessment practices. They will apply this knowledge to select and design assessments that meet curriculum goals and elicit quality student work, interpret assessment data, evaluate student learning, and identify implications for teaching. Teachers will develop their leadership skills in the area of assessment by facilitating collaborative analysis of student work with a team of educators to foster improved student learning in their classrooms and schools.

CI 5045. Advanced Topics in Diversity (3).F;S. A framework of theories on diversity and multicultural issues is constructed in this course. From these theories, practical applications will be derived. Research focusing on creating productive and equitable learning environments, on best practices collaboration, and on instructional accommodations and modifications will be examined. (Same as SPE 5045.)

CI 5050. Supervision of Instruction (2-3).S. A study of the nature and function of supervision, recent trends, teacher involvement in policy formation, the organization and techniques used in supervision.

CI 5055. Connecting Learners and Subject Matter (3).F;S. This course connects the examination of curriculum foundations and models of the school learner and educational goals with an intense study of research-based, exemplary instructional strategies focused on learning and achievement. Primary focus is on: 1) organizing, implementing, and evaluating school curriculum; 2) implementing, reflecting on, and evaluating instructional planning; and 3) integrating technology for meaningful learning.

CI 5060. Curriculum Planning (2-3).F;S. A study of principles, effective practices, and techniques appropriate for overall curriculum planning.

CI 5070. Advanced Study in Elementary School Mathematics (3).F;S. Elementary teachers will build on their content knowledge of elementary school mathematics while examining content and pedagogy through the lens of a practicing teacher. They will explore and implement specific research-based pedagogy to deepen their pedagogical content knowledge. Topics will include comparative analyses of state and national curriculum standards, research-based best practice, authentic assessment, and subject matter integration.

CI 5075. Advanced Study in Elementary School Science (3).F;S. Advanced Study in Elementary School Science is designed for elementary teachers or specialists who wish to further develop their content knowledge and critically examine existing pedagogical practices. The course focuses on the understanding of scientific concepts and principles; interdisciplinary planning and implementation; infusion of community resources and local funding into the elementary science program; and contemporary issues specific to the teaching, learning, and evaluation of science curricula.

CI 5080. Advanced Study in Elementary School Social Studies (3).F;S. Designed for elementary teachers to build on their content knowledge about the social studies (including history, political science, and geography). Includes analysis of ideological views about the purpose of the social studies, current issues in social studies, and on-going debates about social studies curriculum standards at the national and state levels. Specific topics will include research-based teaching strategies, connecting learners to social studies content, developing in-depth subject matter integration, social studies for social justice, and advocating for the social studies.

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

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

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

CI 5130. Recent Trends and Issues in Education (3).F;S. Designed for elementary teachers to deepen their understanding of significant issues and trends in education at both the national and international levels. Specific topics include: current debates about assessment and high stakes testing; research in comparative education; the health status of children; and analysis of current issues affecting school, family and community relationships.

CI 5150. Organizing and Planning Student Teaching (2).On Demand. A study of the origin and development of student teaching, including present status and trends, experiences prior to student teaching, selection of schools and supervising teachers, selection and placement of student teachers.

CI 5160. Supervision of Student Teaching (3).On Demand. A study of general techniques of a supervising teacher, including observation, guiding student teachers in planning, orientation of student teachers, student teacher participation, and evaluation. Available as a workshop by invitation.

CI 5200. Multi-Media/Image Production (3).On Demand. This course offers the student opportunities to develop the cognitive, affective, and psychomotor skills necessary to plan, design, produce, and present multi-image presentations. Presentation formats range from analog and digital sound and multi-image formats to various analog and digital projection and dissemination programs.

CI 5230. Studies in Applied Instructional Strategies (3).On Demand. This course is designed for instructional leaders in K-12 buildings. It provides an intense study of research-based, exemplary practice instructional strategies focused on learning and achievement. Special emphasis is placed on the research knowledge-base for learning, cognitive instructional strategies, exemplary instructional planning, reflection and evaluation of instruction, and integrating technology for meaningful learning.

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

CI 5525. Product of Learning (1-3).On Demand. Graded on an S/U basis.

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

CI 5550. Successful Schools for Young Adolescents (3).F. This course is a comprehensive study of the middle school philosophy, the middle school movement, and the essential components of middle level organization and schooling. The course focuses on the developmental characteristics of young adolescents and the implications of those characteristics for middle level schooling. Other topics include: an historical study of elementary schools that include the middle grades, junior high schools, and middle schools; current trends and issues in middle level education; the middle level knowledge base; major organizational issues; the roles of teachers; and the future of middle level education.

CI 5551. Creativity (3).On Demand. A course to discover activities, skills and talents in the fostering of creativity. Emphasis will be given to readings and to designing models for programming creativity in the classroom.

CI 5552. Advanced Video Production (3).S. This course will give students the opportunity to engage in the professional video production process as they create a video program for a client or for their portfolio. Students will learn skills in pre-production planning, production and post-production editing, and they will also learn to operate and maintain professional quality equipment. Additionally, as they act as crew on one another's projects and critique one another's work, students will learn to be a part of a video production team. Emphasis in this course is placed on thorough and creative planning, collaborative production and a progressive step-by-step approach to post-production. Prerequisite: CI 5840 or permission of the instructor.

CI 5576. Advanced Diagnostic-Prescriptive Teaching (4).S. Rationale, operational models, techniques used on the implementation of the diagnostic-prescriptive approach. Supervised field experiences in the actual diagnostic-prescriptive approach.

CI 5581. Advanced Curriculum Design (3).On Demand. The physiological and psychological basis of learning. Curriculum development for various exceptionalities and the rationale and development to meet their needs.

CI 5585. Teacher Leadership and School Improvement (3).F;S. This course is designed to help teachers develop an understanding of and skill in assuming leadership roles and responsibilities in their schools. Those aspects of school leadership seen as most appropriate and potentially beneficial for teacher involvement will be emphasized. Particular attention is paid to the relationships among teacher leadership, school improvement, and site-based accountability. Students will have the opportunity to acquire knowledge and skills and formulate their own approaches through both university-based classroom and site-based clinical activities. Activities such as participant- observations, shadow-studies classroom-action research, problem-based learning, case studies, survey research, and qualitative research studies can be included. Students will be expected to present tangible evidence that represents, authentically, their professional growth. (Same as LSA 5585.)

CI 5591. Advanced Curriculum Design in Elementary Education (3).F. An examination of curriculum foundations and models as related to understanding the nature of the elementary school learner and educational goals. Primary focus is on organizing, implementing and evaluating the elementary school curriculum. Includes investigation of recent research in elementary education as applied to curriculum and the classroom setting.

CI 5630. Instructional Technology (3).F. The course is intended to introduce students to the field of instructional technology including its theoretical and practical components. Students are introduced to traditional and emerging electronic communication systems and equipment, and consider the application such technology may have whether in education, business or industry. Particular attention is given to the instructional design process with emphasis placed on the relationship between the inception of a program or technology and the actual instructional application and implementation of it.

CI 5635. Media Literacy and Program Development (3).F. In this course, students examine the historical and current challenges and opportunities in media literacy program development, focusing on both national and international examples in school--based and other settings. Educational institutions and other settings are analyzed in terms of the way their organizational culture and characteristics impact media literacy as an innovation. Students are required to formulate a rationale and design a program or programmatic change that links media literacy to a professional area of interest relevant to the student's career goals. Prerequisites: CI 5830 and CI 5940.

CI 5636. Emerging Issues and Trends in Media and Technology (3).On Demand. Focuses on trends and developments in educational media, technology, and media literacy. Students will address

contemporary issues, trends, controversies, and techniques. Topics may vary from year to year; repeatable for up to nine semester hours.

CI 5641. Media and Management (3).S. This course provides a broad background in management theory and practice. Emphasis is placed on how to manage media effectively and efficiently within an organizational context (school, industry, etc.) with particular attention given to the utilization of resources including personnel, budget, hardware, and the work environment. Strategies are discussed that enable media to be effectively utilized in order to solve training and corporate communication problems.

CI 5642. Introduction to Web Page Design and Development for Education (3).F;S. This course introduces the student to a range of digital tools for the design and production of web based education and information design. This class includes web page development and design, digital graphics, visual design, animation, and issues concerning information design, service, site management and a review of current research on effective instructional design for web based learning environments.

CI 5643. Advanced Production and Portfolio (3).On Demand. This is a required individual study course which serves as a synthesis production and presentation experience, involving close faculty supervision and a client/consultant relationship. Included in the course is a Comprehensive Major Project which will be client oriented and the preparation of a production portfolio suitable for professional presentation.

CI 5650. Middle Level Instruction and Assessment (3).S. This course provides an in-depth examination of assessment-driven instruction for young adolescents. Multiple forms and types of assessments that increase young adolescent learning will be investigated and applied. Evidences of young adolescent learning will be collected and analyzed to inform instructional decisions. Essential understandings grounded in young adolescents' questions about the world will guide instructional design. Models of instructional design that teach for understanding, including instructional decision-making related to research-verified practices, are emphasized.

CI 5700. History of Instructional Technology (3).On Demand. A broad background and understanding of contemporary instructional technologies, processes and systems is provided. Readings and research from 450 BC to the present with emphasis on theoretical and methodological foundations for media research are examined.

CI 5740. Photography and Digital Imaging (3).F;S. Basic theory, principles, and techniques of photography and digital imaging.

CI 5750. Teaching Diverse Young Adolescents (3).S. This course focuses on issues relevant to teaching young adolescents of varied backgrounds and abilities. Special attention will be given to developmentally and culturally responsive instruction and management of diverse classrooms. The various factors that influence young adolescent learning and development and how they impact teaching and learning will be investigated. Critical reflection and challenge of current practices related to diverse young adolescents in classrooms, schools, and communities will be fostered.

CI 5770. Intermediate Photography and Digital Imaging (3).F. An intermediate photographic production course which strengthens previously acquired skills in photography and provides advanced work in digital imaging.

CI 5800. Logistics of Mediated Programs and Presentations (3).On Demand. Hard data and facts for programmers and presenters from facilities planning to effective showmanship are examined. The

application of hardware and software for teaching and training are located against the institutional environment and contexts in which a presentation takes place.

CI 5810. Introduction to Sight and Sound (3).F;S. 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 microphones, digital audio recorders, and digital audio editing software; still cameras, and digital image editing software; video cameras and digital video editing tools; and 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.

CI 5825. 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.

CI 5830. Media Literacy (3).S. The course examines what it means to be literate in the technological world of the twenty-first century where digital media pervades our daily experiences. Key concepts and principles from the field of media literacy are studied through an examination of movies, advertising, television, journalism and news, the Internet, and social media. Emphasis is placed on 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 of all forms as well as with tools and techniques applied in several class projects aimed at deconstructing media messages.

CI 5835. Media: Image, Influence, and Identity (3).S. This media literacy course concentrates on media representations, media audiences, and media effects, including the socio-cultural contexts of consumption and production. Media, ranging from mass media to social media, are studied in terms of their depiction of individuals, institutions, and issues. Key categories of exploration include examining identity and media representations of race, class, gender, sexuality, ability, etc. Case studies may include representations of the family, adolescence, and minorities.

CI 5840. Beginning Video Production (3).F;S. This course is a basic introduction to the creative and technical skills needed to produce effective, low-budget video programs on location. Students will use the department's digital cameras and non-linear computer editing system to learn how to express themselves clearly in a wide variety of programming formats through the language of video. Students will gain experience in each of the three stages in the production process: pre-production, production, and post-production.

CI 5850. Middle Level Curriculum (3).F. This course examines models of curriculum and processes of curriculum design that are responsive to the needs of young adolescents. Educators examine major middle level curriculum theories, historical contexts of curriculum development, traditional and innovative middle level curriculum models, implications of 21st Century teaching and learning, and trends and issues that reflect research and successful practice.

CI 5860. Audio Documentary Production (3).S. In this course, students listen to and analyze a variety of non-fiction audio programs 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. The class will explore the advantages and disadvantages of creating and distributing documentaries in an audio format. Students also engage in some hands-on experiences creating sound documentaries using a variety of digital audio hardware and software. The short audio documentaries produced by each member of the class will be podcast.

CI 5900. Internship/Practicum (1-6).F;S. Provides direct experiences teaching in grades Kindergarten through nine. Students are required to spend 90 hours teaching in classrooms appropriate to the level(s) of licensure sought. This internship/practicum is designed only for those without appropriate experience in their Master of Arts major, as determined by the students' academic advisory committees. Graded on an S/U basis.

CI 5921. Instructional Design (3).S. Analysis and application of systematic strategies for the identification of instructional needs, design of instructional system models to meet educational goals in both K-12 education and business, and evaluation of instructional systems.

CI 5922. Number Systems and Operations: K-5 Mathematical Tasks (3).F;S. Analysis and construction of effective mathematical tasks in teaching number systems and operations at the K-5 level; attention is also given to the expansion of content knowledge.

CI 5923. Geometry & Spatial Visualization: K-5 Assessment (3).F;S. Formative and summative assessment strategies of students' geometric thinking in elementary grades; concept development of 2- and 3-dimensional geometry. Attention also given to diagnosis of student errors. Does not count for the Master of Arts in Mathematics. Prerequisite: CI 5922. (Same as MAT 5923.)

CI 5924. Algebraic Reasoning: K-5 Discourse & Questioning (3).F;S. Focus on the early algebra concepts of functional thinking and generalized arithmetic in relationship to pedagogical practices centered on questioning in the mathematics classroom. Does not count for the Master of Arts in Mathematics. Prerequisite: CI 5922. (Same as MAT 5924.)

CI 5925. Data Analysis and Measurement: K-5 Classroom Interactions (3).F;S. Focus on statistical literacy of elementary teachers and the teaching of data analysis and measurement to K-5 students; attention is also given to learning methods which facilitate appropriate classroom interactions. Does not count for the Master of Arts in Mathematics. Prerequisite: CI 5922. (Same as MAT 5925.)

CI 5926. Rational Numbers and Operations: K-5 Learning Trajectories (3).F;S. Focus on rational number concepts through learning trajectories at the K-5 level; attention also given to problem solving and content knowledge. Prerequisite: CI 5922.

CI 5927. Mathematical Modeling: K-5 Leadership (3).F;S. Generating mathematical representations and making explicit connections between concepts. Pedagogy designed to equip elementary teachers to become mathematics teacher-leaders in school settings; focus given to topics integrated within mathematical strands. Prerequisites: CI 5922, CI/MAT 5923, CI/MAT 5924, CI/MAT 5925, and CI 5926.

CI 5930. Instructional Graphics (3).On Demand. Examination of basic design principles and concepts in the selection, design, and evaluation of graphic materials. Course includes laboratory experience in design, development, production, and publication of graphical materials. The laboratory experience centers on the use of microcomputers and associated input or output devices.

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

CI 5999. Thesis (4).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

CI 6160. Field Study in Curriculum Problems (3).On Demand. Students develop a conceptual framework based on general system theory for guiding, developing, and evaluating school curriculum improvements. Students conduct a research project analyzing the design and development of school curriculum planning with emphasis on current trends and issues in elementary school curriculum (K-9).

CI 6310. Analysis of the Teaching Process (3).S. Examination of the teacher-pupil and pupil-pupil interaction in the classroom through study of original relevant research disciplines concerning human behavior and society. Special attention is given to the efforts of teacher approaches to children, the organization of curriculum materials and the structure of the classroom society on the accomplishment of education objectives.

CI 6360. Survey of Research and Implications for Curriculum and Instruction (3).On Demand. This course emphasizes the reading and interpretation of research on designated topics within the school curriculum. Through collaboration and dialogue among class members, resulting implications for classroom instruction are determined.

CI 6460. Issues, Trends, and Problems in Curriculum, K-9 (3).F. Analysis of current practices, problems, and trends in education with emphasis on improved programs.

CI 6500. Independent Study (1-4).F;S.

CI 6530-6549. Selected Topics (1-4).On Demand. Consideration of group and individual investigations in education.

CI 6999. Education Specialist Thesis (1-6).F. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

CI 7130. Investigations into Curriculum and Instruction Problems (3).On Demand. Investigation into curriculum and instruction problems is a course taken during the student's public school internship. The aim of this course is to provide those who have an intense interest in curriculum and instruction with an opportunity for practical application of knowledge and skills obtained from the research core, along with an opportunity to work with faculty who are researching problems.

CI 7131. Emerging Issues in Curriculum and Instruction (3).On Demand. Within the context of educational leadership, the purpose of this course is to provide doctoral level students with an in-depth understanding of issues, problems, and trends in curriculum and instruction at the local, state and national levels. The course is also aimed at providing students with experiences which lead to an understanding of the interdisciplinary nature of problem setting, problem solving, and policy analysis in curriculum and instruction.

CI 7132. Reflective Supervision of Curriculum and Instruction (3).On Demand. The focus of this course is on the situation-specific application of knowledge to problems in supervision. The course has two foci. First, the practical problems of supervision as they relate to teaching and implementing the curriculum at the school system, school building, and classroom levels are targeted. The second outcome is the development of a reflective practitioner who understands and approaches supervision in a deliberative manner.

CI 7989. Doctoral Research (1-9).F;S. This course is designed to provide access to University facilities for continuing doctoral research. Graded on an S/U basis. CI 7989 does not count toward a

degree.

Health Education (HED)

HED 5650. Drug Education and Prevention (3).F;S. The primary focus of this course is to introduce the complexities of drug-related issues. The social, psychological, pharmacological, cultural, educational and political aspects of drug use, including alcohol and tobacco, are examined. In addition, the methods, materials and theories of drug abuse prevention in the school and community are discussed. [Dual-listed with HED 4650.]

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

HED 5730. Teaching Stress Management and Emotional Health (3).S. This course will explore the factors associated with the development of emotional health and the management of stress as a basis for understanding the healthy personality. Emphasis will be directed towards teaching stress management and emotional health within an educational setting. Practical aspects of health education and program planning will be discussed. Students will be encouraged to deepen their commitment to affective teaching by applying the principles of self-esteem building, behavior self-management, communication, and accessing appropriate resources. [Dual-listed with HED 4730.]

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Department of Economics, Walker College of Business

Graduate Courses in Economics (ECO)

www.economics.appstate.edu

John Whitehead, Department Chair

ECO 5150. Business Economics/(3).F. Intensive study of economic decision techniques for management. Topics include estimation of demand and cost function, analysis of economic forecasts and business cycles, analysis of price and non-price competition, allocation and distributional effects of regulation, taxation, and fiscal and monetary policy, cost-benefit and cost effectiveness analyses for the not-for-profit sector. Primary emphasis will be placed on the understanding and application, rather than the theoretical and computational aspects, of these techniques. Prerequisite: admission to the MBA Program or permission approved by the Assistant Dean for Graduate and International Programs in the Walker College of Business.

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

ECO 5530-5549. Selected Topics/(1-4).F;S.

ECO 5621. Environmental Economics and Policy (3).S. Analysis of the interrelationships among economic activity, government policies, and the environment; the benefits and costs of economic growth; the economics of environmental quality; the social costs of pollution; and the intertemporal allocation of natural resources. Prerequisite: ECO 2030 (Principles of Microeconomics) or ECO 2620 (Environmental and Resource Economics). [Dual-listed with ECO 4621.]

ECO 5640. International Economic Policy (3).On Demand. This course examines several issues pertaining to trade between countries. Topics covered may include tariffs and non-tariff barriers, regional trading blocs, foreign direct investment, trade and environment issues, balance of payments, and exchange rates. Prerequisite: ECO 3410 (International Economics) or permission of the instructor. [Dual-listed with ECO 4640.]

ECO 5660. Benefit-Cost Analysis (3).F. The study of the evaluation of competing public policy alternatives. The purpose of benefit-cost analysis is to inform government decision-making and facilitate the more efficient allocation of scarce resources. This course introduces the basic theory and principles of benefit-cost analysis and examines applications of the methodology. Prerequisite: ECO 2030 (Principles of Economics - Price Theory). [Dual-listed with ECO 4660].

ECO 5740. Forecasting and Time Series Models (3).On Demand. An examination of time series models for purposes of forecasting and performing time series regressions in economics, business, and the social sciences. Topics covered may include ARIMA, VAR, Granger causality, unit roots, spurious

regressions, ARCH, and GARCH. Computer software will be utilized in applications. Prerequisite: ECO 2200 (Business and Economic Statistics II) or permission of the instructor. [Dual-listed with ECO 4740.]

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



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Doctoral Program, Reich College of Education

Graduate Courses in Educational Leadership (EDL)

www.edl.appstate.edu

Vachel Miller, Interim Director

EDL 7011. Multi-Disciplinary Seminar on Emerging Issues I/(3).On Demand. 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).On Demand. A continuation of EDL 7011. This seminar will feature different professional disciplines in developing an understanding of the context of public school administration. The seminar will include comprehensive treatments of how leaders use information in shaping and communicating their vision and values throughout organizations. Students will be expected to assume more responsibility for building responses to issues presented in this seminar.

EDL 7020. Organizational and Systems Theory/(3).On Demand. This course will integrate essential features of research in organizational theory with the more recent developments in systems theory. How people and groups organize to accomplish tasks will be combined with how organizations combine to form systems. A special feature of the course will be its treatment of organizations and systems for public, non-profit enterprises. Models and case studies will be featured.

EDL 7025. Leadership in Organizations/(3).On Demand. 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).On Demand. 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 juris prudential 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).On Demand. 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).On Demand. Designed to examine current practices in public finance. Emphasis will be placed on the funding for public schools, and the relationship of that funding to the support for other public and private agencies. Demographics and political trends will be used to project funding needs for planning purposes. The course also examines the application of current management practices to the business administration function of public school administration. Particular emphasis is placed on the relationship between facilities planning and funding practices in public education.

EDL 7065. Writing for the Professional Educator/(3).On Demand. This course is designed for professional educators seeking to gain knowledge and skill in using writing effectively as a major component of leadership and management in educational settings. Topics include understanding the writing process in professional settings, tailoring messages for audience and purpose, using different forms of writing in the profession, applying technology tools for writing, and understanding the relationship between writing and speaking in developing communication effectiveness as a leader.

EDL 7099. Professional Seminar/(1).On Demand. The purpose of this seminar is to provide doctoral students an opportunity to discuss topics arising from course work; to report on internships and research assistantships; and to explore possible dissertation topics. Individual faculty and faculty panels will, from time to time, join the seminar to discuss their research. Seminar students will develop a portfolio reflecting the development of dissertation topics. The portfolio will provide students a means by which they can present evidence of their progress for consideration by advisors and other faculty. Students should expect to maintain the portfolio throughout their course work. Graded on an S/U basis. (Students are required to take EDL 7099, Professional Seminar, for three semesters, for a total of three credit hours.)

EDL 7110. Survey of Research Methodologies in Education/(3).On Demand. The course provides students with the requisite skills for reading and understanding contemporary research in education, and examining researchers' motivations for selecting particular research and assessment methodologies. The course will acquaint students with the wide variety of sources of research journals; to a variety of available databases; to a variety of available measurement and assessment instruments; and to a wide range of methodological applications in education. The research examples will be from the wide area of educational leadership.

EDL 7120. Advanced Tests and Measurements/(3).On Demand. Familiarize advanced graduate students with the techniques of instrument construction and validation and with the analysis of scores obtained from psychometric instruments. Techniques for designing survey instruments and tests of achievement and the analysis of the results of interest and personality inventories and other mental measurements will be covered. Prerequisite: EDL 7110 or equivalent.

EDL 7130. Multivariate Statistics/(3).On Demand. Emphasizes the use of statistical tools to organize and analyze large and complex data bases using multiple correlation, factor analysis, cluster analysis, discriminant analysis, and trend analysis techniques. Prerequisite: EDL 7110 or equivalent.

EDL 7150. Inferential Statistics/(3).On Demand. Deals with the application of parametric and non-

parametric techniques in hypothesis testing and other inferential situations. The course includes some basic hypothesis testing theory, as well as theory involving various well known types of distributions of data. Students will have the opportunity to learn techniques for determining probability estimates in hypothesis testing and will also be required to use the Statistical Package for the Social Sciences (SPSS) in hypothesis testing tasks using SPSS/PC+ Studentware. Prerequisites: a background in statistics, EDL 7110 or permission of the instructor.

EDL 7160. Qualitative Research Methods/(3). On Demand. 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 7165. Quantitative Approaches in Non-Experimental Studies (3).On Demand. The course provides students the requisite skills and experiences in non-experimental research design to allow the critical examination of non-experimental studies and the design of studies like those that will be typically appropriate to educational and institutional settings. The course will provide students with an understanding of the adaptation of correlational and experimental models to research settings and data sets that do not fit experimental assumptions. A wide variety of examples from the professional literature will be reviewed and students will engage in the design of studies. Prerequisites: EDL 7110 and completion of the EDL Doctoral Program statistical prerequisite.

EDL 7170. Program Evaluation and Policy Analysis/ (3).On Demand. 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).On Demand. The course provides students with advanced knowledge (i.e., the theoretical bases) and skills in qualitative research. Advanced-level analysis and interpretation, linked with the theoretical underpinnings of both general qualitative research and the doctoral student's particular preferred method, will be a central focus of this course. Individual attention will be given to the students, to the extent possible. Honing of the student's writing (i.e., presentation/ representation of a qualitative study) will also be a prominent aspect of this course. Students will undertake a small-scale qualitative study in this course in order to concretize and apply the concepts and practice the skills learned.

EDL 7190. Research Design in Education/(3).On Demand. This course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research in education. Topics will include conceptualizing educational research, writing research proposals, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, and drawing inferences. Students who successfully complete the course will be able to make proper decisions regarding appropriate designs and methods for investigating different research questions, and will be able to plan and implement a research project for their dissertations.

EDL 7500. Independent Study/(1-3).On Demand.

EDL 7530-7549. Selected Topics/(1-4).On Demand.

EDL 7900. Internship/(3-6).On Demand. The internship is a full-year experience under the co-sponsorship of an appropriate educational agency and Appalachian State University. The student will engage in activities designed to bring the relationship of theory and practice into clear focus. Attendance at seminars on campus will be required. Graded on an S/U basis.

EDL 7989. Doctoral Research/(1-9).On Demand. This course is designed to provide access to University facilities for continuing doctoral research. Graded on an S/U basis. EDL 7989 does not count toward a degree.

EDL 7999. Dissertation/(1-9).On Demand. Students must complete a minimum of 6 s.h. to satisfy the Ed.D. degree requirements. Students are advised to register for 3 s.h. for two consecutive semesters to complete requirements. If requirements are not complete at this time, students will continue to register for a minimum of 1 s.h. until the dissertation is complete. Graded on an S/U basis.



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Department of English, College of Arts and Sciences

Graduate Courses in English (ENG) and Rhetoric and Composition (RC)

www.english.appstate.edu

Carl Eby, Department Chair

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 5123. Teaching ENG 1100, Introduction to Literature/(1).S. Theory and practice in teaching ENG 1100, Introduction to Literature. ENG 5123 counts toward the graduate certificate program in Rhetoric and Composition, but not for the Master of Arts degrees in English. Prerequisite: permission of the instructor.

ENG 5150. Teaching Literature (3).S.Alternate years. An examination of the theory and practice of teaching literature courses as informed by recent pedagogical scholarship. This course is designed to prepare students to teach at the college level.

ENG 5160. Teaching Apprenticeship (1).F;S. This course provides a supervised experience in college teaching through direct participation in a classroom setting. Each student will work closely with a faculty mentor who is teaching an undergraduate course and will be actively engaged in the classroom. This course must be repeated for a total credit of two semester hours. Graded on an S/U basis.

ENG 5200. Issues in Teaching English/(3).S.Alternate years. An advanced course in teaching theory and practice for secondary school teachers. Emphasis is placed on practical applications for the teaching of writing and literature. Offered alternate years with ENG 5300.

ENG 5400. Appalachian Writing Project/(6).SS.On Demand. An intensive summer institute for kindergarten through college teachers interested in the teaching of writing. Explores composition theory with an emphasis on the connections among theory, practice, and pedagogy. Teachers will develop curriculum, collect resources, and re-connect as fully functioning writers. The Appalachian Writing Project is built upon the National Writing Project model.

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

ENG 5520. Technical Writing (3).S. In this course, students conduct audience analyses, give oral presentations, and create documents representing a number of technical writing genres, including user manuals, instructions, and proposals.

ENG 5525. Product of Learning/(1-3).On Demand. Graded on an S/U basis.

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

ENG 5560. Adolescent Literature/(3).F. This course introduces students to the varied and multi-cultural field of adolescent literature. Students focus on various genres, including realistic fiction, romance and adventure, science fiction/fantasy, autobiography, and poetry. Content includes pertinent criticism, important bibliographies, research studies, historical analysis, and increasingly sophisticated pedagogical resources. Students will use the works they read, current research, and web-based resources to create curricula appropriate for adolescent readers. [Dual-listed with ENG 4560.]

ENG 5570. Studies in American Indian Literature/(3).F.Alternate years. Advanced study of major American Indian writers from oral traditions through the present. [Dual-listed with ENG 4570.]

ENG 5585. Studies in Ethnic American Literature/(3).F.Alternate years. An advanced in-depth and multi-cultural examination of major ethnic American writers. [Dual-listed with ENG 4585.]

ENG 5600. Literary Criticism and Theory/(3).F.Alternate years. A study of key issues in contemporary literary and cultural theory and in the history of literary criticism. Emphasis on practical applications of theoretical approaches. Offered alternate years with ENG 5660.

ENG 5640. Cultural Studies/(3).S.Alternate years. A study of literature as a cultural practice and of related cultural practices from the perspective of literature. Offered alternate years with ENG 5650.

ENG 5650. Gender Studies/(3).S.Alternate years. A critical study of the significance of gender in literature and other art forms. Offered alternate years with ENG 5640.

ENG 5660. Advanced Seminar in Major Authors/(3). F.Alternate years. An intensive examination of a major author writing in English whose work is recognized as essential to a comprehensive understanding of literary culture and history. Offered alternate years with ENG 5600.

ENG 5710. Advanced Folklore/(3).S. An in-depth and multi-cultural study of one or more folklore genres in cultural context with interdisciplinary approaches from the humanities and social sciences. It is recommended that ENG 3050 (Studies in Folklore) be taken prior to this course. [Dual-listed with ENG 4810.]

ENG 5720. Appalachian Literature/(3).F. A study of major regional movements, genres, writers in the Appalachian mountains, from settlement to the present. Content and approach may vary. [Dual-listed with ENG 4720.]

ENG 5760. Studies in American Literature/(3).S.Alternate years. An intensive study of selected United States literary forms, cultural concepts, or literary/artistic movements.

ENG 5770. Colonial and Federal American Literature/(3).F.Alternate years. An intensive study in

selected major authors from the founding of the English colonies through the early stage of the American Republic. Offered alternate years with ENG 5780.

ENG 5780. Nineteenth-Century American Literature/(3).F.Alternate years. An intensive study of the works of such major writers as Poe, Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, Twain, James, and Crane. Offered alternate years with ENG 5770.

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

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

ENG 5825. Studies in Sixteenth-Century British Literature/(3).F.Alternate years. Studies in the literature of the British Isles published between 1485 and 1603, the years of the major Tudor monarchs. Writers covered could include Malory, More, Wyatt, Surrey, Elizabeth I, Shakespeare (as a lyric and narrative poet), Lyly, Kyd, Marlowe, Sidney, Raleigh, and Spenser.

ENG 5835. Studies in Seventeenth-Century British Literature/(3).F.Alternate years. Studies in the literature of the British Isles published between 1603 and 1680, the years of the Stuart monarchs and the Cromwellian Interregnum. Writers covered could include Donne, Jonson, Herbert, Herrick, Wroth, Bacon, Burton, Hobbes, Webster, Middleton, Ford, Marvell, Bunyan, and Milton.

ENG 5840. Shakespeare/(3).S.Alternate years. An intensive study of selected works from the Shakespeare canon. Offered alternate years with ENG 5810.

ENG 5865. Eighteenth-Century British Studies/(3).F.Alternate years. An intensive study of selected topics of major literary interest during the period 1660-1800, e.g., Restoration Drama, the Tory Wits, and Johnson and his Circle.

ENG 5870. Romantic Period/(3).S.Alternate years. An intensive study of selected authors of the Romantic period considered in relation to general concepts of romanticism.

ENG 5880. Victorian Literature/(3).S.Alternate years. A study of selected British poetry, novels, or non-fiction prose of the latter part of the nineteenth century.

ENG 5890. Twentieth-Century British Literature/(3). F.Alternate years. An intensive study of the works of such major writers as Yeats, Lawrence, and Joyce.

ENG 5910. World Literature/(3).S.Alternate years. A seminar in Western or non-Western literature read in English. Areas of focus may include Europe, Asia, Africa, and the Americas.

ENG 5930. Transnational Literature/(3).S.Alternate years. Advanced and comparative study of literature that crosses traditionally defined national boundaries.

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

ENG 5998. Thesis Preparation/(3). F;S. Students carry out principal research for a thesis topic, meet regularly with a thesis advisor, and revise and defend the thesis prospectus. Graded on an S/U basis.

ENG 5999. Thesis/(3-6).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

Rhetoric and Composition (RC)

R C 5100. Composition Theory, Practice, and Pedagogy (3).S. 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.

R C 5120. Teaching in the Writing Center (1).F. Required of all graduate students working in the Writing Center. Prerequisite: permission of the instructor.

R C 5121. Teaching Basic Writing (1).F. Theory and practice in teaching Basic Writing. Required of all graduate students teaching Basic Writing. Prerequisite: permission of the instructor.

R C 5122. Teaching Expository Writing (1).F. Theory and practice in teaching Expository Writing. Required of all graduate students teaching Expository Writing. Prerequisite: permission of the instructor.

R C 5124. Teaching Writing Across the Curriculum (1).S. Theory and practice in teaching Introduction to Writing Across the Curriculum. Required of all graduate students teaching introduction to Writing Across the Curriculum. Prerequisite: permission of the instructor.

R C 5300. Studies in Rhetoric and Composition (3).F.Alternate years. A critical study of issues in rhetoric and composition. Content to vary; may be repeated for credit when content does not duplicate. Prerequisite: Composition Theory, Practice, and Pedagogy or Writing Center Theory and Practice or permission of the instructor.

R C 5510. Graduate Writing Workshop (1).On Demand. An introduction to writing formats in graduate study. Graded on an S/U basis. May be repeated for additional credit.

R C 5990. Capstone in Rhetoric and Composition (3).F;S. A substantial piece of writing addressing a specific concern in rhetoric and composition. Prerequisites: Composition Theory, Practice, and Pedagogy; Studies in Rhetoric and Composition; and permission of the instructor.

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Department of Family and Consumer Sciences, Reich College of Education

Graduate Courses in Family and Consumer Sciences (FCS)

www.fcs.appstate.edu

Ellen Carpenter, Department Chair

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 (Business and Economic Statistics I), STT 2810 (Introduction to Statistics) or STT 3820 (Statistical Methods I), or FDN 4600/5600, or equivalent.

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

FCS 5010. Evidence-Based Practice in Early Childhood Education (3).F.Odd-numbered years. This course will examine the meaning of evidence-based practice as it applies in early childhood education and intervention, with the goal of preparing students to become critical consumers of research. Students will review current literature concerning evidence-based practices for early childhood settings and explore ways to apply research findings in their professional practice across a variety of settings (e.g., school, home, intervention agency). (Same as CI 5010/SPE 5010.)

FCS 5020. Early Intervention (3).S.Odd-numbered years. This course will acquaint students with federal legislation pertaining to early intervention (EI) and examine multiple ways that early intervention (EI) professionals provide services in a variety of settings (e.g., home, child care facilities, schools, agencies, and community settings such as parks and grocery stores). Characteristics and needs associated with specific disabilities will be addressed as well as strategies to individualize services for children and their families. (Same as CI 5020/SPE 5020.)

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

FCS 5111. Advanced Developmental Assessment and Program Evaluation for Children/(3).S.Odd-numbered years. This course is designed to provide students with skills and knowledge in assessing the development of children, and the interests, concerns, and priorities of

families. Students will collect data for the purpose of monitoring children's progress, family outcomes, and program effectiveness. (Same as CI 5111/SPE 5111.)

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

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

FCS 5140. Family-Professional Partnerships in Birth Through Kindergarten Education (3).F.Even-numbered years. This course is designed to focus on major issues in the field of family studies and to understand the unique role of professionals who will be working in collaborative partnerships with families to promote positive outcomes for young children and their families. Students will incorporate existing research and current technology to develop a plan to assist families and children to reach their educational goals through family advocacy. Students will use this material to work directly with a family and develop a research-based presentation for class.

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

FCS 5310. Historic Housing and Renovation/(3).On Demand. A study of historical houses and their renovation for contemporary living.

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

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

FCS 5525. Product of Learning/(1-3).On Demand. Graded on an S/U basis.

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

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

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 (Family Economics) or ECO 2030 (Principles of Economics – Price Theory) 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 (Teachers, Schools and Learners) and FDN 3800 (Foundations of American Education) or a[[rpva; of the instructor. [Dual-listed with FCS 4609.]

FCS 5610. Administration of Early Childhood Programs/(3).S. A study of the role of the program administrator in a variety of early childhood settings, both public, private, and non-profit. This study will involve program planning, staff administration, assessment of facility and equipment needs, appropriate program and financial management using computer management software and studying the state regulations that govern programs for young children. Lecture three hours. Prerequisite: : FCS 4556 (Infant/Toddler Curriculum) or FCS 4602 (Preschool Curriculum and Instruction) or FCS 3110 (Enriching Experiences and Programming for School-Age Children) or permission of the instructor. [Dual-listed with FCS 4610.]

FCS 5611. The Hospitalized Child/(3).S. This course is designed to help students understand the procedures, illnesses, and stress that are experienced by children and families during hospitalization. This course will stress both theory and practice in working with children and families for professionals in non-medical areas. [Dual-listed with FCS 4611.]

FCS 5700. Advanced Curriculum in Family and Consumer Sciences/(3).On Demand. Applying curriculum theory for updating and reorganizing secondary and postsecondary family and consumer sciences curriculum including the integration of FHA. Prerequisite: licensed family and consumer sciences teacher or permission of the instructor.

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

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

FCS 5900. Internship/(3-12).F;S. A structured field experience, paid or unpaid, in an area related to the program and supervised by department faculty. A proposal is to be submitted to the graduate committee and be approved for participation the semester previous to beginning the experience. No credit will be given for experience not previously approved. Prerequisite: 15 s.h. graduate courses toward degree program and proposal approved. Graded on an S/U basis.

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

FCS 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University

facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. FCS 5989 does not count toward a degree.

FCS 5999. Thesis/(1-4).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.



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Department of Finance, Banking and Insurance, Walker College of Business

Graduate Courses in Finance, Banking and Insurance (FIN)

www.finance.appstate.edu

Don Cox, Department Chair

FIN 5020. Applied Financial Analysis/(3).On Demand. The purpose of this course is to instruct the student in the use of electronic spreadsheets for the purpose of financial analysis. Financial models will be built and used for capital budgeting, working capital management as well as financial structure decisions. Prerequisites: admission to the MBA Program and MBA 5600.

FIN 5500. Independent Study/(1-4).F;S.On Demand.

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

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

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Department of Geography and Planning, College of Arts and Sciences

Graduate Courses in Geography (GHY) and Community & Regional Planning (PLN)

www.geo.appstate.edu

Kathleen Schroeder, Department Chair

Geography (GHY)

GHY 5000. Research Themes and Methods/(3).F. Study of the historical, ongoing, and emerging research themes and methods in geography; the students will examine and practice the processes of organizing research, gathering and analyzing data, and presenting research results in written and oral formats. Required within the initial 12 hours of graduate study.

GHY 5100. Seminar in Physical Geography/(3).S. An exploration of special problems related to physical geography with emphasis placed on their impact on the human environment. Barring duplication of content, a student may repeat this course for credit.

GHY 5110. Seminar in Spatial Analysis/(3).On Demand. An exploration of unique problems related to one component of spatial analysis: cartography, remote sensing, quantitative/qualitative research methods, geographic information systems, or regional analysis. Barring duplication of content, a student may repeat this course for credit.

GHY 5130. Seminar in Human Geography/(3).S. An exploration of special problems related to human geography with emphasis placed on spatial patterns and processes. Barring duplication of content, a student may repeat this course for credit.

GHY 5150. Seminar in GIScience (3).F. This course provides a fundamental understanding of the research field of geographic information science (GIScience) through reading and discussing current and seminal articles and book chapters. Topics include the theoretical foundations for GIScience, the impacts of geospatial technology on society, and methodological and application issues. Barring duplication of content, a student may repeat this course for credit.

GHY 5240. Transportation Geography and Planning/(3).F. Students will apply urban planning principles, basic geographic theory and spatial statistics to policy and analysis issues of transportation and transportation planning. The course emphasizes transportation as a spatial phenomenon, and transportation planning as an activity and profession. [Dual-listed with GHY 4240.]

GHY 5301. Regional Geography/(3).SS. An in-depth examination of the world from a regional perspective with special attention given to conceptual topics such as world population growth, economic development and environmental problems.

GHY 5312. GIS Management/(3).S. The study of management issues, technological and management perspectives, and organizational settings necessary for developing a successful geographic information system - GIS can vary from a single-user workstation with a sole purpose to a complex multi-user, multi-department system, with different hardware and software environments, varied data requirements and standards for a variety of applications. These complexities and the manager's perspective cover a wide array of GIS related topics.

GHY 5400. Planning Theory and Process/(3).F. Foundations of community and regional planning, including linkages with planning theory and growth management, comprehensive planning steps, and how practicing planners use various planning aspects and applications to address contemporary urban and regional issues. (Same as PLN 5400.)

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

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

GHY 5620. Synoptic and Regional Climatology/(3).F.On Demand. This course focuses on atmospheric controls and processes at the synoptic scale. Basic meteorological elements and concepts such as jet streams, long-range forecasting, cyclogenesis, and vorticity are discussed. Local and regional climatic patterns and anomalies are examined with respect to the dynamics of the large-scale circulation features of the atmosphere. [Dual- listed with GHY 4620.]

GHY 5800. Advanced Quantitative and Qualitative Methods in Geography/(3).S. This course will examine quantitative and qualitative procedures commonly used in the analysis of geographic and planning research problems, including research in both human and physical geography. The course focus will be on applications of quantitative and qualitative procedures in research, but conceptual and theoretical aspects of all procedures will also be discussed. Students will apply quantitative and/or qualitative methods to a geographic topic and will report on the results in a professional quality paper. Prerequisite: GHY 3800 (Introduction to Quantitative Methods) or the equivalent.

GHY 5810. Digital Image Processing/(3).F. Course focuses on acquisition of digital images, image processing, image enhancement techniques for interpretation, and applications of remote sensing technology. Lecture two hours, laboratory two hours. [Dual-listed with GHY 4810.]

GHY 5812. Advanced GIS/(3).F;S. GIS is a wide ranging topic encompassing five distinct functions within a total system context. These functions are: 1) data input, 2) data storage, 3) data management, 4) data manipulation and analysis, and 5) data output. Emphasis will be placed on the applications frequently found in geography and planning. This course is project oriented to give the student maximum experience in each of the functions of a GIS and to allow the student to associate the technical areas of GIS with "real world" scenarios. Lecture two hours, laboratory two hours. [Dual-listed with GHY 4812.]

GHY 5814. Principles of GeoComputation/(3).F;S. GeoComputation is spatial analysis with or without a geographic information system (GIS). The increasing power of computational environments enables the creation of new methods for analyzing geographic data. This course will include: an introduction to GeoComputational theory, GIS programming, and applications of GIS and environmental models. Lecture two hours, laboratory two hours. Prerequisite: GHY 3812 (Introduction

to GIS) or permission of the instructor. [Dual-listed with GHY 4814.]

GHY 5820. Geographical Hydrology/(3).S. Study of the occurrence and movement of water on the earth, with a focus on applications of surface hydrology. Water movement through the hydrologic cycle, flood analysis, and water use/water policy are emphasized. [Dual-listed with GHY 4820.]

GHY 5858. Directed Research (3).On Demand. Directed research on a topic selected by the student in consultation with the instructor. The student will write a research paper and present findings orally on the selected topic. Students may not repeat GHY 5858 for credit. Prerequisite: approval of the instructor. (Same as PLN 5858.)

GHY 5900. Internship in Geography/(3-12).F;S. The internship emphasizes field work in the areas of locational analysis, environmental assessment and impact, and/or land use planning. For the Master of Arts (teacher licensure program) the internship involves teaching one or more geography courses in an appropriate setting. The type of internship, location of field experience, and sponsoring agency must be satisfactory to the student and to the department. A research paper is required. Graded on an S/U basis.

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

GHY 5998. Thesis Preparation (1-3).F;S. The student develops the thesis proposal, carries out research for the thesis topic, and meets regularly with the thesis advisor to develop the thesis. First half of a two-semester thesis requirement; the student also must complete GHY 5999. GHY 5998 may be repeated, but only three semester hours of credit may be applied to a graduate Program of Study. Graded on an S/U basis.

GHY 5999. Thesis (1-3).F;S. Second half of a two-semester thesis requirement; the student must first complete GHY 5998. GHY 5999 may be repeated, but only three semester hours of credit may be applied to the minimum number of hours required for the degree. Prerequisite: GHY 5998. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

Community and Regional Planning (PLN)

PLN 5400. Planning Theory and Process/(3).F. Foundations of community and regional planning, including linkages with planning theory and growth management, comprehensive planning steps, and how practicing planners use various planning aspects and applications to address contemporary urban and regional issues. (Same as GHY 5400.)

PLN 5420. Human Settlements and Planning History/(3).On Demand. Foundations of community and regional planning relating to the growth and development of cities and historical aspects of planning. Examination of how design and form impact the built environment, to include prominent planners who have influenced planning over time. This course focuses on the American city, but some examples may be from European and Asian countries and colonial practices.

PLN 5425. Task-Oriented Group Facilitation Methods/(3).S. Learn how to maximize the collective power of groups, organizations, and communities by developing facilitation skills that help groups think, talk, and work together. Application opportunities using these skills include community development, organizational planning, education, government, and other occasions when people want

to turn ideas into productive action and meaningful accomplishments. (Same as COM 5425.)

PLN 5431. Planning Methods and Techniques/ (3).On Demand. Foundations of community and regional planning relating to skills, knowledge, and abilities that practicing planners use to develop a better understanding of place. Scope of research includes components of plan-making (e.g., public opinion surveying; meeting facilitation; and demographic, economic, social, environmental, housing, land use, circulation, and community facilities studies).

PLN 5441. Planning Studio (3).S. Application of planning skills and knowledge to a project. Each studio will have a project focus that may vary (but typically will include comprehensive planning, physical design, economic development, or spatial planning). A real location, fieldwork, and problem-solving are integral parts of this course. Prerequisite: PLN 5431.

PLN 5450. Planning for Sustainable Communities/(3).S. This course familiarizes students with the opportunities and challenges of sustainable development in the context of community experience and civic life in the U.S. Emphasis is placed on linking collective behaviors; the social, ecological, and economic impacts of those behaviors; and strategies for increasing sustainability at the community scale. Students will develop a project focused on an issue of sustainability. [Dual-listed with PLN 4450.]

PLN 5460. Environmental Policy and Planning/(3).S. An in-depth look at issues of public participation and involvement, intergovernmental relations, and the tools and practices involved with environmental planning in the United States. [Dual-listed with PLN 4460.]

PLN 5470. Community Development/(3).F. A study of conventional and alternative strategies used by community development professionals, activists, and community members in urban and rural settings. Community development issues will be discussed, including poverty and race, affordable housing, economic revitalization, environmental justice, and public participation in planning. [Dual-listed with PLN 4470.]

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

PLN 5730. Land Use Controls, Planning Law, and Ethics/(3).On Demand. Foundations of community and regional planning relating to plan implementation, including a spectrum of land use controls, the legal and constitutional framework of land use controls, and planning ethics.

PLN 5858. Directed Research (3).On Demand. Directed research on a topic selected by the student in consultation with the instructor. The student will write a research paper and present findings orally on the selected topic. Students may not repeat PLN 5858 for credit. Prerequisite: approval of the instructor. (Same as GHY 5858.)

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Department of Geology, College of Arts and Sciences

Graduate Courses in Geology (GLY)

www.geology.appstate.edu

William Anderson, Department Chair

GLY 5500. Independent Study/(1-3).On Demand.

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

GLY 5630. Hydrogeology/(3).S. 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. Lecture two hours, laboratory three hours. Prerequisites: a minimum of six semester hours of geology courses above the 1000 level, or permission of the instructor. [Dual-listed with GLY 4630.]

GLY 5705. Advanced Environmental and Engineering Geology/(3).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. Lecture two hours, laboratory three hours. Prerequisites: a minimum of six semester hours of geology courses above the 1000 level, or permission of the instructor. [Dual-listed with GLY 4705.]

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 (Principles of Structural Geology and Tectonics), GLY 3715 (Petrology and Petrography), and GLY 3800 (Intro to Stratigraphy and Sedimentology). [Dual-listed with GLY 4835.]

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Department of Government and Justice Studies, College of Arts and Sciences

Graduate Courses in Criminal Justice (CJ), Public Administration (PA), and Political Science (PS)

www.pscj.appstate.edu

Phillip Ardoin, Department Chair

Criminal Justice (CJ)

CJ 5000. Research Methods (3).F. The goal of this course is the development of the analytical abilities of the student. The foundations of inquiry, the various approaches to the study of social phenomena, and several analytical techniques are presented, discussed, and practiced. Prerequisite: an undergraduate statistics course.

CJ 5050. Seminar in Public Law and Judicial Behavior (3).S.Alternate years. An examination of the multiple roles of law and the judicial system in the formulation and execution of public policy, to include the role of the judiciary in politics and government with emphasis on variables affecting judicial decision making. (Same as PS 5050.)

CJ 5060. Administration of Justice (3).On Demand. An examination of selected issues and problems in the administration of the justice system.

CJ 5150. The American Justice System and Social Justice (3).F.Alternate years. This course is about possible relationships between criminal justice operations (law-making, law enforcement, adjudication, and punishment) and social justice.

CJ 5180. Public Policy Analysis and Program Evaluation (3).S. An examination of the major forces that influence the formation, implementation and administration of public policy and methodological approaches to assess the impact of public policies. Prerequisite: CJ 5000. (Same as PA 5180.)

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

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

CJ 5550. Law and Society (3).S. An examination of the relationship between the values and culture of a society and the laws which it adopts and how law interacts with and responds to change in social values as seen by the courts through selected cases. (Same as PS 5550.) [Dual-listed with CJ 4550.]

CJ 5625. Seminar in Police and Society (3).S. This course is designed to explore the role of the police in American society. Attention is given to the origins of policing, the nature of police organizations and police work, critical analysis of policing, and patterns of relations between the police and the public. The values of a democratic society as they affect the law enforcement role are also addressed.

CJ 5630. Corrections: Theory and Application (3).F.Alternate years. A comprehensive examination of the theory, research, and policy pertinent to the administration and management of jails, prisons, and community corrections. Attention to the historical development of the American correctional system, the philosophies behind corrections and punishment, correctional systems and the inmate prison experience, personnel management, sentencing and its implications, community-based corrections, judicial intervention, and correctional reform. Special emphasis on the underlying social, legal, and ethical issues that affect various correctional strategies.

CJ 5660. Crime, Theory and Policy (3).F.Alternate years. An examination of crime policy and legislation and how theories of crime causation inform the formulation of crime policy. Attention will be given to research and how it can contribute to a more rational crime policy at the federal, state, and local level.

CJ 5661. Court Administration (3).On Demand. This course is designed to familiarize students with the need for, and approaches to, more effective management of federal and state courts. Topics include court reform, court unification, caseload management, alternative dispute resolution, personnel management and training, and audio-visual applications in the courts, among others. (Same as PS 5661.) [Dual-listed with CJ 4661.]

CJ 5665. Contemporary Criminological Theory (3).F. A review and assessment of contemporary theories of criminology and criminal justice with emphasis on the state of empirical support and policy implications of these perspectives. Current influential theories will be evaluated and explored in the contexts of their major assumptions, causal structure, logical consistency, conceptual underpinnings, and empirical predictions.

CJ 5666. The Criminal Court (3).On Demand. The purpose of this course is to familiarize students with the structure, organization, and procedures found in the criminal courts throughout the United States. The course will focus on court procedures from arrest to appeals and will address system-wide issues affecting court systems as well as the role of and the discretion exercised by the individual court actors working in the system.

CJ 5670. Crime Analysis and Criminal Justice Planning (3).S.Alternate years. An examination of criminal justice policy and the formal and informal influences in the policy process. Planning is emphasized as a prelude to effective policy at the national, state and regional levels. A framework for the analysis of crime policy is offered for use in agency work.

CJ 5680. Organized Crime (3).F.Alternate years. This course will provide an examination and analysis of views on the phenomena of organized crime and efforts to control it. Attention will be paid to criminal organizations in the United States, their beginnings in other cultural and ethnic backgrounds and their relations with criminal organizations around the world. In today's world, criminal organizations in other countries and their activities have a major impact on crime in the United States. Therefore, a comparative approach to the subject must be used. (Same as PS 5680.) [Dual-listed with CJ 4680.]

CJ 5805. Directed Research (3).On Demand. Directed research on a topic selected by the student in

consultation with the instructor. Student is expected to write a major research paper on this topic. May not be repeated for credit. Prerequisite: CJ/PS 5000.

CJ 5900. Internship in Criminal Justice (3-12).F;S. Field work in a criminal justice agency, office or institution and involvement in problem solving in these agencies and offices. Graded on an S/U basis.

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

CJ 5998. Thesis Preparation (3).F;S. The purpose of this course is to offer the student who chooses to write a thesis the opportunity to initiate a literature search, review research strategies, develop hypotheses for testing, and prepare a thesis proposal for review by the thesis committee. Graded on an S/U basis. (CJ 5998 is a prerequisite to CJ 5999.)

CJ 5999. Thesis (3).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S. Prerequisite: CJ 5998.

Public Administration (PA)

PA 5000. Research Methods (3).F. The goal of this course is the development of the analytical abilities that will be needed by the student as a practicing public administrator. The foundations of inquiry, the various approaches to the study of social phenomena, and several analytical techniques are presented, discussed, and practiced. Prerequisite: an undergraduate statistics course.

PA 5010. Field-Based Research (3).On Demand. Intensive research is conducted under faculty supervision on a topic related to the student's current or prospective employment and/or professional experience.

PA 5060. Seminar in Public Administration (3).F. History and development of the field of public administration with focus on the role of the administrator in the political process. Analysis of public agencies in a political context. Consideration of contemporary issues related to the field such as administrative ethics, decision making, and strategic planning.

PA 5140. Emergency Management Systems (3).F.Alternate years. This course covers the roles and responsibilities of local, state and federal government agencies in times of disaster. Four key actions (planning, response, recovery and mitigation) are highlighted in understanding the changing role of government vis-à-vis individuals and businesses in minimizing loss of life and property due to natural, technological and terrorist actions. This course focuses on preparedness planning issues, intergovernmental relations, financial support for affected communities, and the changing requirements for professional development in Emergency Management in the 21st Century.

PA 5160. Topics in Public Administration (3).S. An examination of selected problems in public administration with emphasis on analytical case studies.

PA 5180. Public Policy Analysis and Program Evaluation (3).S. An examination of the major forces that influence the formation, implementation and administration of public policy and methodological approaches to assess the impact of public policies. Prerequisite: PA 5000. (Same as CJ 5180.)

PA 5260. Organization Theory and Behavior (3).F. An examination of the basic theoretical approaches and issues in organizations and organizational behavior and the dynamics of human

interactions within public bureaucracies.

PA 5270. Not-for-Profit Organizations (3).S.Alternate years. An overview of the voluntary sector with emphasis on the administration and management of not-for-profit organizations. Areas of study will include theories on the development of not-for-profit organizations, government-nonprofit relationships, and advocacy efforts. Techniques of nonprofit management will include emphasis on ethics, board/volunteer recruitment, and marketing as well as grants and other funding sources.

PA 5271. Grants Strategies and Preparation (3).F.Alternate years. Overview of the grants arena in the U.S., with emphasis on the techniques of proposal preparation. Topics include the history of the grants system, types of grants, sources of funding, application process, and contract administration. Practical exercises in identifying funding opportunities, preparing elements of a grant application, and scoring completed proposals are incorporated.

PA 5360. Public Personnel Administration (3).S. Overview of public personnel practices with a focus on methods of employee recruitment selection, evaluation, and related aspects. Analysis of issue areas such as fair employment practices, affirmative action, and comparable worth.

PA 5460. Budgeting and Fiscal Administration (3).S. The politics of budgeting, budgetary process, and fiscal administration in public and non-profit agencies.

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

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

PA 5558. Capstone Research (1).S. Capstone Research is a course which involves the completion of a significant research paper under the direction of a major professor selected by the student from among the Master of Public Administration faculty. Corequisite: PA 5559. Graded on an S/U basis.

PA 5559. Capstone in Public Administration (2).S. This seminar integrates the theoretical and practical perspectives of public administration as a discipline. The capstone course involves students in management problem-solving as well as the following activities: development of executive skills; refinement of presentation skills; discussions of likely ethical situations; and securing public sector employment. Corequisite: PA 5558. Students present findings from their Capstone Research project at a capstone conference. Successful completion of the course fulfills the requirement for a comprehensive examination

PA 5560. Local Government Administration (3).S. Administrative process, management, personnel, budget and finance, and intergovernmental relations in local government. Prerequisite: approval by the instructor. [Dual-listed with PA 4560.]

PA 5665. Public Management (3).S. A study of the organization and operation of government agencies and their role in policy making and implementation and an examination of the various concepts and theories pertaining to administrative behavior and to the performance of the basic tasks of management. [Dual-listed with PA 4665.]

PA 5800. Directed Research (3).On Demand. Directed research on a topic selected by the student in consultation with the instructor. Student is expected to write a major research paper on this topic. May not be repeated for credit. Prerequisite: PA 5000.

PA 5900. Internship in Public Administration (3-6).F;S. Field work in government, community, professional offices, and agencies; and involvement in problem solving in these offices and agencies.

Graded on an S/U basis.

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

Political Science (PS)

PS 5001. Scope and Methods (3).F. This course is designed to introduce students to both qualitative and quantitative research design and methods in political science. Topics will include approaches to political science, constructing research questions, literature reviews, critical reviews, hypothesis development and testing, survey design, experiments, case studies, and some introductory statistics. The course will also introduce students to the various fields in political science.

PS 5002. Research Methods and Statistics (3).S. This course is designed to introduce students to the nature, language, and statistical methods used by social scientists to conduct research in the field of political science. The course will stress both theory and application, and it will examine not only how data is gathered and analyzed by political scientists to explain human behavior, but also each step of the research process. Students will be exposed to sampling, survey research and a variety of other methods of obtaining and analyzing data. In the lab component of this course, students will have the opportunity to learn how to use computer software (mainly SPSS for Windows) to organize and analyze data and how to interpret and present the results of statistical analysis.

PS 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.

PS 5020. Pro-Seminar in International Relations (3).F.Alternate years. The seminar will provide an overview and critique of the literature in the field on international relations.

PS 5030. Seminar in American Government and Politics (3).F. Special investigation of selected topics in American government and politics. Topics will vary from year to year. Barring duplication of content, a student may repeat the course for a total of six credit hours.

PS 5040. Pro-Seminar in Comparative Politics (3).F.Alternate years. The seminar will provide an overview and critique of the literature in the field of comparative politics.

PS 5050. Seminar in Public Law and Judicial Behavior (3).S.Alternate years. An examination of the multiple roles of law and the judicial system in the formulation and execution of public policy, to include the role of the judiciary in politics and government with emphasis on variables affecting judicial decision making. (Same as CJ 5050.)

PS 5070. Seminar in Media and Politics (3).On Demand. An examination of the large role played by the media in American and international politics. An examination of the large role played by the media in elections, state and local government, the judicial branch, Congress, the presidency, international affairs, and the individual political socialization process.

PS 5100. Seminar in Congressional Politics (3).F.Alternate years. Designed as an introduction to the major research on the U.S. Congress, students will critically examine theories of representation, congressional decision-making, the role of various institutional structures, and inter-branch relations. Topics will vary from year to year. Barring duplication of content, a student may repeat the course for a total of six credit hours.

PS 5110. Campaigns and Elections (3).S.Alternate years. An examination of the theoretical approaches used to study American campaigns and elections. The course will examine research on public opinion, voting behavior, campaign strategies, turnout, and electoral outcomes at the local, state and national levels of government.

PS 5120. Readings and Research in International Relations (3).On Demand. The course explores the problems and issues confronting international politics, new theoretical perspectives, and trends in the field of international relations. Topics may vary from semester to semester.

PS 5125. Readings and Research in Comparative Politics (3).On Demand. The course explores the problems and issues in various political systems, new theoretical perspectives of studying politics, and trends in the field of comparative politics. Topics may vary from semester to semester.

PS 5130. Appalachian Political Perspectives (3).F.Alternate odd-numbered years. An examination of the political process in the Appalachian region. The fundamental political problems, the interrelationships of Appalachia and its people with the larger American political system, political culture, and economy.

PS 5135. Readings and Research in American Politics (3).On Demand. This course examines research and contemporary issues regarding the American electoral process and the key institutions of American National Government. Topics will vary from year to year. Barring duplication of content, a student may repeat the course for a total of six credit hours.

PS 5145. American Political Parties and Interest Groups (3).S.Alternate years. An examination of the history, formation, and maintenance of American political parties and interest groups. Existing literature and the theoretical importance of these intermediaries in the political process will be evaluated. The roles of parties and interest groups as organizations, the roles they play in electoral politics, how they mobilize voters, and their roles in government will be examined.

PS 5150. Seminar in Public Policy (3).F.Alternate Years. An examination of the theories associated with the policy process including problem identification, agenda setting, decision-making, formulation, legitimation, implementation, and evaluation. The course will focus on policy change and it will also focus on substantive policy areas such as environmental and social policy.

PS 5155. Seminar in Political Behavior (3).On Demand. This course will examine numerous topics in political behavior, such as individual and mass participation, belief systems, public opinion, civic engagement, party identification, political psychology, tolerance, political socialization, and voting and elections. The course will also assess the means by which scholars have evaluated questions on the nature of political behavior and the conclusions they have drawn.

PS 5170. Advanced Political Psychology (3).On Demand. This course will explore how cognitive and social psychology can be applied to the behavior of individuals and groups in American politics. To this end, it will cover theories of attitude change, information processing, ideology, emotions, intergroup relations, authoritarianism, and identity. The goal of the course is to encourage students to think critically about the material and gain an appreciation for interdisciplinary research.

PS 5330. Problems in State and Local Government (3).S. Research on selected topics in American state and local government. The topics may vary from year to year.

PS 5400. Washington at Work (3).On Demand. This course is designed to combine an academic perspective of the actors and institutions in our nation's capitol with a hands-on exploration of Washington, D.C. and it will include both classroom teaching and a week in Washington, D.C.

Requirements for the course will include classroom instruction, required readings, quizzes, and a research paper

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

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

PS 5550. Law and Society (3).S. An examination of the relationship between the values and culture of a society and the laws which it adopts; how law interacts with and responds to change in social values as seen by the courts through selected cases. (Same as CJ 5550.) [Dual-listed with PS 4550.]

PS 5640. Studies in Regional Political Patterns (1-3).On Demand. An examination of selected regions of the world which have common historical and cultural patterns influencing their political styles and capabilities. Topics may vary from semester to semester. [Dual-listed with PS 4640.]

PS 5661. Court Administration (3).On Demand. This course is designed to familiarize students with the need for, and approaches to, more effective management of federal and state courts. Topics include court reform, court unification, caseload management, alternative dispute resolution, personnel management and training, and audio-visual applications in the courts, among others. (Same as CJ 5661.) [Dual-listed with PS 4661.]

PS 5670. Advanced Environmental Politics (3).S. This course examines the role that politics and government play in dealing with environmental issues. Its focus is primarily on the U.S. approach to environmental protection, but some attention will be devoted to international environmental relationships such as the Kyoto Protocol. The course will cover the history of environmental policy, the legal and institutional arrangements for environmental protection, major environmental controversies and global environmental concerns.

PS 5675. Readings and Research in Environmental Policy/ (3).On Demand. This course examines research and contemporary issues within environmental policy. Special topics include, but are not limited to: international environmental policy, environment and development, environmental justice, climate politics, resource governance, and others. Barring duplication of content, a student may repeat the course for a total of six credit hours.

PS 5680. Organized Crime (3).F.Alternate years. This course will provide an examination and analysis of views on the phenomena of organized crime and efforts to control it. Attention will be paid to criminal organizations in the United States, their beginnings in other cultural and ethnic backgrounds and their relations with criminal organizations around the world. In today's world, criminal organizations in other countries and their activities have a major impact on crime in the United States. Therefore, a comparative approach to the subject must be used. (Same as CJ 5680). [Dual-listed with PS 4680.]

PS 5710. American Political Thought (3).On Demand. A survey of the diverse political ideas represented in the American state from the colonial period to the present. Special emphasis is given to the political problems that emerge with the process of industrialization and the movement into a postindustrial economy. [Dual-listed with PS 4710.]

PS 5721. Human Rights (3).On Demand. The course surveys the major literature in the field of international human rights. It investigates the questions of ethics, morality and the practice of human rights globally and attempts to address why the issue of international human rights has come to the fore in international politics. [Dual-listed with PS 4721.]

PS 5722. U.S. Foreign Policy (3).F.Alternate years. Investigates U.S. foreign policy from differing perspectives, focusing in on the historical record and contemporary issues.

PS 5723. International Political Economy (3). F.Alternate years. An examination of the relationship between political and economic activity, the way actors use one to manipulate the other, and the normative choices involved in doing so. Prerequisite: permission of the instructor. [Dual-listed with PS 4723.]

PS 5741. European Governments and Politics (3).S. Alternate years. An examination of patterns of governmental organization and socioeconomic policy outcomes in the democracies of Europe as a basis for comparative analysis. Major issues confronting the democracies will be studied for possible options and comparisons of policy. [Dual-listed with PS 4741.]

PS 5742. Politics of Developing Nations (3).F.Alternate years. Focuses on the efforts of a majority of the world's governments to meet the twin challenges of participatory politics and of the Global market economy. [Dual-listed with PS 4742.]

PS 5743. The European Union (3).S.Alternate years. The emergence of the European Union is one of the major events in European history. The course explores the genesis and evolution of the idea of European integration and chronicles its organizational development in the post WWII era. Emphasis is placed on the politics of integration and the emergence of the Union as a major participant in world events. [Dual-listed with PS 4743.]

PS 5744. Middle East Politics (3).S. An examination of the political, cultural, economic and social patterns of the Middle East. [Dual-listed with PS 4744.]

PS 5745. African Politics (3).On Demand. The course begins with the historical context of African politics. Then, it explores the problems of governance following independence and discusses the contemporary debate between two contending schools of thought in African politics and development: Afro-optimism and Afro-pessimism. It examines Africa's relations with developing and developed countries as well. [Dual-listed with PS 4745.]

PS 5748. Latin American Politics (3).S.Alternate years. Examines Latin American politics in detail covering historical context, political actors, and current issues in Latin America. [Dual-listed with PS 4748.]

PS 5800. Directed Research (3).On Demand. Directed research on a topic selected by the student in consultation with the instructor. Student is expected to write a major research paper on this topic. May not be repeated for credit. Prerequisite: PS 5000/CJ 5000.

PS 5900. Internship in Public Affairs (3-9).F;S. Field work in government, community, professional offices and agencies and involvement in problem solving in these offices and agencies. Graded on an S/U basis.

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

PS 5998. Thesis Preparation (3).F;S. The purpose of this course is to offer the student who chooses to write a thesis the opportunity to initiate a literature search, review research strategies, develop hypotheses for testing, and prepare a thesis proposal for review by the thesis committee. Graded on an S/U basis. (PS 5998 is a prerequisite to PS 5999.)

PS 5999. Thesis (3).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S. Prerequisite: PS 5998.



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Cratis Williams Graduate School

Graduate Courses (GRD)

Max Poole, Dean

GRD 5800-5810. Graduate Study Abroad (1-9).On Demand. Course for Appalachian degree or certificate-seeking graduate students studying abroad. Students will complete graduate level courses at an approved international institution and transfer back to Appalachian all graduate coursework receiving the equivalent grade of a 3.0 or greater. Course enrollment is restricted to students approved by the student's graduate program, the Graduate School, and International Education and Development.

GRD 5989. Graduate Enrollment (1).On Demand. For graduate students who have no program of study courses remaining, but have unfinished requirements and need to be registered for the purposes of graduation or for library access. Permission of the Graduate School required. Graded on an S/U basis. GRD 5989 does not count toward a degree.

GRD 6989. Graduate Enrollment (1).On Demand. For graduate students who have no program of study courses remaining, but have unfinished requirements and need to be registered for the purposes of graduation or for library access. Permission of the Graduate School required. Graded on an S/U basis. GRD 6989 does not count toward a degree.

GRD 7989. Graduate Enrollment (1).On Demand. For graduate students who have no program of study courses remaining, but have unfinished requirements and need to be registered for the purposes of graduation or for library access. Permission of the Graduate School required. Graded on an S/U basis. GRD 7989 does not count toward a degree.

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Department of Health and Exercise Science, College of Health Sciences

Graduate Courses in Exercise Science (ES)

www.hes.appstate.edu

Travis Triplett, Interim Department Chair

Exercise Science (ES)

ES 5000. Introduction to Research Principles and Design/(3).F. The application of research principles to the management/administration of sport and exercise, the physiological responses associated with exercise, and the biomechanical assessment of movement and sport skills. Emphasis shall be placed on the appropriate application of research design and the utilization of scientific writing skills culminating in the development of a research prospectus.

ES 5060. Practicum: Strength and Conditioning/(3).F. Practical application of scientific principles and concepts to physical conditioning programs. Students will participate in relevant practical activities involving or related to exercise science or sports medicine. Graded on an S/U basis.

ES 5200. Exercise Science Seminar/(1).S. This course will be open to first and second year graduate students in Exercise Science. Topics to be discussed will be in the field of exercise science and exercise physiology, and in other areas of interest to participating graduate students. Evaluation will be on participation, attendance and presentation quality. May be repeated one time for credit. Prerequisite: graduate student status.

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

ES 5530-5549. Selected Topics/(1-4).On Demand. Courses may include topics such as: adult fitness and cardiac rehabilitation; perceptual motor development; motor development; physical education for the handicapped; motor assessment and interpretation.

ES 5555. Advanced Nutritional Aspects of Exercise and Sports/(3).S. A study of nutrition specific to physical activity and sport performance. The course utilizes reading, presentation, and discussion of published research on carbohydrate, protein, and fat consumption, digestion, and metabolism to demonstrate the importance of diet in exercise performance. A special concentration on ergogenic aids is provided. (Same as NUT 5555.)

ES 5560. Research Project/(3).F;S. Selected broad research topical area of student's choice

concerned with conceiving and carrying to completion a research project. Each student will have an advisor for the research project and will present the findings to peers in a colloquium.

ES 5591. Biomechanical and Physiological Laboratory Assessment/(3).S. An introductory graduate course to provide experiences in data acquisition and problem solving through a variety of physiological and biomechanical laboratory techniques; a basic overview of sampling/recording techniques will be presented.

ES 5592. Data Analysis in Sport and Exercise Science/(3).F. Methods of acquisition, analysis and interpretation of data most often encountered in sport and exercise science will be included. Emphasis will be placed on descriptive methods, statistical methods and computer applications.

ES 5600. Survey of Sports Performance/(3).S. This course is designed to acquaint the student with a variety of non-Olympic, Summer and Winter Olympic sports. An overview of each sport will be presented, including sport rules, physiological and biomechanical requirements, and other performance characteristics. Typical resistance training programs for each sport will also be discussed. [Dual-listed with ES 4600.]

ES 5621. Exercise Physiology I: Cardiopulmonary and Metabolic Aspects/(3).F. A study of bioenergetics and an in-depth analysis of the respiratory and cardiovascular responses to acute exercise as well as an examination of the adaptations observed in these systems as a result of physical training, rehabilitation, or disease.

ES 5622. Exercise Physiology II: Neuromuscular and Endocrinological Aspects/(3).S. A study of the effects of exercise and training throughout the life cycle on the neural, muscular, skeletal, and endocrine systems.

ES 5625. Concepts of Clinical Exercise Testing/(3).F. This course provides experience in clinical exercise testing and interpretation for various chronic disease populations. Students will be required to perform a variety of clinical exercise tests commonly used in the assessment of various chronic diseases. Emphasis will be placed on the development of clinical skills required to provide safe and effective testing and the ability to accurately interpret results. Students will also be required to obtain community-based clinical observation hours. [Dual-listed with ES 4625.]

ES 5635. Electrocardiographic Interpretation/(3).S. This course provides an analysis of electrocardiographic concepts of the normal and abnormal ECG. Topics will include rate, rhythm, hypertrophy, axis determination, atrial and ventricular arrhythmias, conduction defects, myocardial ischemia, and myocardial infarction. In addition, the use of ECG monitoring during diagnostic exercise testing will be discussed. This course will also introduce the student to competencies required by the American College of Sports Medicine for certification as an Exercise Specialist or a Registered Clinical Exercise Physiologist. [Dual-listed with ES 4635.]

ES 5645. Cardiopulmonary Pathophysiology and Rehabilitation/(3).F. This course details the functions of the cardiovascular and respiratory systems emphasizing pathophysiology and treatment. Special reference will be made to exercise as a mode of therapy. [Dual-listed with ES 4645.]

ES 5650. Theoretical and Practical Aspects of Strength and Conditioning/(3).F. A comprehensive study of training theory and methods with an emphasis on the development of maximal strength, power, and anaerobic capacity. Also included is a brief review of neuromuscular, musculoskeletal, endocrine, and bioenergetic aspects of exercise and training, as well as hands-on experience in lifts, drills, and testing procedures.

ES 5660. Exercise Prescription and Chronic Disease Management/(3).S. 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 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, metabolic, pulmonary, and musculoskeletal diseases/disorders. An overview of environmental and legal considerations in the prescriptive process will also be discussed. [Dual-listed with ES 4660.]

ES 5670. Clinical Exercise Practicum I/(1-2).S. This course will provide practical experience within several community-based clinical exercise settings. Students will be required to complete 50 contact hours within an approved clinical setting for each hour of credit. Potential clinical settings include cardiac and pulmonary rehabilitation, cardiac testing, pulmonary testing, cancer rehabilitation and pediatric exercise programming. Graded on an S/U basis. Prerequisite: ES 5625.

ES 5680. Clinical Exercise Practicum II/(1-2).F. This course will provide practical experiences within several community-based clinical exercise settings. Students will be required to complete 50 contact hours within an approved clinical setting for each hour of credit. Potential clinical settings include cardiac and pulmonary rehabilitation, cardiac testing, pulmonary testing, cancer rehabilitation and pediatric exercise programming. Graded on an S/U basis. Prerequisites: ES 5625 and ES 5670.

ES 5710. Biomechanics/(3).F. This represents an advanced graduate course in the science of human motion with emphasis on theory and application of quantitative analysis techniques. Skills will be developed in both kinetic and kinematic sampling, recording, and interpretation procedures.

ES 5900. Internship/(3-12).F;S. Graded on an S/U basis.

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

ES 5999. Thesis/(2-6).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

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Department of History, College of Arts and Sciences

Graduate Courses in History (HIS)

www.history.appstate.edu

James Goff, Department Chair

HIS 5000. Varieties and Methodologies of History (3).F. An introduction to the study of history at the graduate level, with attention to the history of the discipline, important theoretical and methodological debates in the field, and examination of methods of research practiced in historical sub-disciplines. Required of all History graduate students in their first year of study.

HIS 5002. Seminar in Public History (3). On Demand. The course provides an introduction to and consideration of the major methodological and theoretical approaches to the primary sectors of Public History, including archives and records management, historical interpretation and preservation, historical editing and publishing.

HIS 5106. Readings Seminar in European History (3). F;S. Variable content. Barring duplication, a student may repeat the course. Course will emphasize significant fields of historical study in the area of European history. Strong emphasis will be placed on current scholarship and bibliography.

HIS 5107. Research Seminar in European History (3).F;S. Variable content. Barring duplication, a student may repeat the course. Seminars will give students practical experience in examination and interpretation of primary and secondary sources, with emphasis on defining the topic to be researched, assessing its significance within the field of European history, and methodological problems and issues.

HIS 5206. Readings Seminar in American History (3).F;S. Variable content. Barring duplication, a student may repeat the course. Course will emphasize significant fields of historical study in the area of American history. Strong emphasis will be placed on current scholarship and bibliography.

HIS 5207. Research Seminar in American History (3).F;S. Variable content. Barring duplication, a student may repeat the course. Seminars will give students practical experience in examination and interpretation of primary and secondary sources, with emphasis on defining the topic to be researched, assessing its significance within the field of American history, and methodological problems and issues.

HIS 5208. Readings Seminar in Appalachian History (3).F;S. Variable content. Barring duplication, a student may repeat the course. Course will emphasize significant fields of historical study in the area of Appalachian history. Strong emphasis will be placed on current scholarship and bibliography.

HIS 5209. Research Seminar in Appalachian History (3).F;S. Variable content. Barring duplication, a student may repeat the course. Seminars will give students practical experience in examination and interpretation of primary and secondary sources, with emphasis on defining the topic to be researched, assessing its significance within the field of Appalachian history, and methodological problems and issues.

HIS 5306. Readings Seminar in Latin American History (3).On Demand. Variable content. Barring duplication, a student may repeat the course. Course will emphasize significant fields of historical study in the area of Latin American history. Strong emphasis will be placed on current scholarship and bibliography.

HIS 5307. Research Seminar in Latin American History (3).F;S. Variable content. Barring duplication, a student may repeat the course. Seminars will give students practical experience in examination and interpretation of primary and secondary sources, with emphasis on defining the topic to be researched, assessing its significance within the field of Latin American history, and methodological problems and issues.

HIS 5406. Readings Seminar in African/Middle Eastern/Asian History (3).On Demand. Variable content. Barring duplication, a student may repeat the course. Course will emphasize significant fields of historical study in the areas of African, Middle Eastern, or Asian history. Strong emphasis will be placed on current scholarship and bibliography.

HIS 5407. Research Seminar in African/Middle Eastern/Asian History (3).F;S. Variable content. Barring duplication, a student may repeat the course. Seminars will give students practical experience in examination and interpretation of primary and secondary sources, with emphasis on defining the topic to be researched, assessing its significance within the fields of African, Middle Eastern, or Asian history, and methodological problems and issues.

HIS 5450. History and Social Studies Education (3).S. HIS 5450 is the capstone course for the Master of Arts degree in History, Education with a concentration in Secondary School Teaching. Participants complete the Product of Learning requirement, which is presented to a board of university and public school professionals. Assignments include the examination of research on instruction in history and social studies, the development of an action research project to be implemented in a classroom setting, and the performance of evaluative reflection on the program as a whole.

HIS 5460. World History: Concepts and Content (3). On Demand. Reading seminar is designed to introduce students to the important theories, themes, concepts and methods in the field of world history.

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

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

HIS 5575. Introduction to Public History (3).F. This course explores major fields and contemporary issues within public history, such as oral history, museum interpretation, historic preservation and sustainable development, new media, material culture, and controversy in public history. The course will also investigate the contested relationship between the practice of public history and changing ideas about historical memory, identity, power, and ethics. Through readings and papers, field trips, guest speakers, and team projects, graduate students will build upon their prior experience with public history, with an eye towards preparing for the job market.

HIS 5576. Cultural Resource Management (3).S. Cultural Resource Management (CRM) is integral

to the fields of historic preservation, cultural site management, and public history. Areas of study include environmental review law, CRM business practices, and the management, preservation, and conservation of cultural resources, including historical and archaeological sites. Effective stewardship of culturally significant properties is a major focus of this course. A grounding in current CRM practices is provided including laws and procedures enacted to protect and preserve these resources. Effective methods of site management, facilities operations/funding and CRM project management are covered.

HIS 5577. Historical Documentation (3).S.Even-numbered Years. Historical documentation teaches the formal recording of the history and physical characteristics of historic sites, structures and buildings required for preservation, planning and environmental mitigation. This course introduced the methodology and requirements of the National Register of Historic Places, the Historic American Building Survey and the Historic American Engineering Survey. Skills utilized by public historians and cultural resources specialists, including local history research, historical context, photographic documentation, mapping and spatial analysis techniques are included.

HIS 5578. Architectural History (3).S.Odd-numbered Years. A foundation in architectural history is an essential component of public history and cultural resource management education. The course will cover the evolution of architecture from early indigenous habitats and early American vernacular buildings to modern architectural styles. A useful course for managers, interpreters and documenters of historic and historic archaeological sites.

HIS 5579. Oral History (3).On Demand. A survey of the history, philosophy and techniques of recovering and developing primary historical source materials by means of carefully interviewing, recording and converting the memories of selected individuals into history. The course focus is primarily on U.S. history but can include topics and issues from other countries. The class format is discussion with some lectures and documentary films. The course will teach skills such as interview transcriptions from audio-tape, background research, and oral history interviews.

HIS 5580. Studies in Material Culture (3).S.Even-numbered Years. This course provides a broad introduction to the multidisciplinary field of material culture studies. The course introduces ways of looking at and learning from objects and examines how practitioners from a variety of disciplines have approached the study of material culture.

HIS 5581. Records and Society (3).S. The history of archival management and its evolution into the digital age is essential to the understanding and use of archival systems. Types of archives and records encountered by historians in the course of their research will be discussed. The evolution of the methodology behind the development of archival collections will be included. Different media utilized from ancient times to the present will be examined in light of the preservation and collection problems they present for the archivist or researcher. This course is designed to provide a fuller understanding of the history and evolution of historical archives and collections.

HIS 5582. Public History Practicum (3).S. An applied history course concerning the effective use of historic research topics for heritage tourism and historical interpretation. Maintaining historical context and accuracy is emphasized. Topics include the development of a variety of promotional and interpretive materials utilizing original historical research. Portfolio creation, critiques and a class public history event are included.

HIS 5583. American Environmental History (3).On Demand. An overview of Americans' interaction with the natural world from colonization to the present. Emphasis on: Native Americans' relationship to the land; the environmental effects of European settlement; the growth of agriculture

and industry; conservation and preservation; atomic energy; chemical pesticides, and the modern environmental movement. The course is of particular interest to public historians, cultural resource managers, planners and environmental specialists.

HIS 5584. America's National Parks (3).On Demand. A survey of the history of America's national parks from the nineteenth century to the present. Emphasis on: Americans' changing ideas about wilderness preservation, the early history of Yosemite and Yellowstone, the role of railroads in park promotion, removal of Native Americans and white settlers from park sites, establishment of the National Park Service, the impact of the automobile on tourism, the creation of national parks in the eastern U.S., wildlife policy, overcrowding and other problems facing the parks.

HIS 5586. Introduction to Historic Preservation (3).F.Even-numbered years. Historic preservation, internationally known as heritage conservation, is the identification, protection, and enhancement of historic resources. This course introduces current programs and techniques utilized for the preservation of historic buildings, landscapes, and sites. Students will learn about governmental, non-profit, and for-profit organizations involved in historic preservation and their importance in determining the direction of the field. Preservation advocacy, education, legality, and sustainability will be studied and applied to current preservation challenges and opportunities.

HIS 5587. Philosophy of Historic Preservation (3).F.Odd-numbered years. This course will cover the fundamentals of historic preservation, providing a foundation in the field's history, methods and practices. The course introduces current techniques for the preservation of historic sites and complexes, interpretive archaeological sites and historical ruins. Conservation assessment methods of analyzing building form structure, state of deterioration and historic integrity are included. Students will learn about the dating of historic buildings and the analysis of additions and alterations as well as historic construction methods and the social history of habitations and settlement patterns.

HIS 5610. Management of Museums (3).S.Odd-numbered years. 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.

HIS 5640. Interpretation in Museums (3).F.Odd-numbered years. 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.

HIS 5650. Museum Education (3).F.Even-numbered years. An examination of how teaching in museums is achieved through interpretive and education programs. Students will study a variety of museum environments and teaching strategies by engaging in case studies, class discussion, student presentations and field trips. The course will introduce and prepare history, cultural resource management, public history, and education students for the growing field of museum education. Topics covered include museum orientation and interpretation, museum promotion, grant-writing, educational psychology, media and technology and educational outreach.

HIS 5660. Topics in Public and Applied History (3).On Demand. Variable content. A systematic examination of a field in public and applied history such as museum studies, archival management, historic preservation, or the history of architecture. Barring duplication of content, a student may repeat the course. [Dual-listed with HIS 4660.]

HIS 5900. Internship in History (3-12).On Demand. Placement in a supervised teaching environment, or other supervised work experience appropriate for history students with instruction and

practice of that knowledge in a work environment. Students may be required to reside off campus for the duration of the internship. Graded on an S/U basis.

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

HIS 5998. Thesis Research (1-9).F.S. Students carry out principal research for a thesis topic, meet regularly with a thesis advisor, and revise and defend the thesis prospectus. First half of a two-semester thesis requirement; students must also complete HIS 5999. Graded on an S/U basis.

HIS 5999. Thesis (1-9).F.S. Students participate in monthly meetings of a research colloquium involving all students completing theses. In the meetings, students present their research in successive stages and receive critiques of their written work. Second half of a two-semester thesis requirement; students must first complete HIS 5998. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

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Department of Human Development and Psychological Counseling, Reich College of Education

Graduate Courses in Human Development & Psychological Counseling (HPC)

www.hpc.appstate.edu

Lee Baruth, Department Chair

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

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

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

HPC 5120. Introduction to Clinical Mental Health Counseling (3).F. An introduction to the issues, functions and scope of the work being done in various human service agencies. Helping approaches with selected client populations and related professional concerns will be examined. Prerequisite: registration is restricted to Clinical Mental Health Counseling majors.

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

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

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

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

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

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

HPC 5271. Theories of Marriage and Family Therapy II/(3).S. A study of a selected number of theories concerning marriage and family therapy. Class will involve role play, group discussion, and demonstration of marriage and family therapy. Prerequisite: HPC 5270.

HPC 5272. Individual and Family Development (3).F;S. An introduction to theories of individual and family development across the lifespan. Emphasis will be given to clinical issues impacting individual and family development including behavioral crises, theories of personality, cultural implications, situational and environmental factors, wellness, and addictive behaviors.

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

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

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

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

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

programs; and special issues related to theory and practice of working with children and adolescents.

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

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

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

HPC 5440. Student Affairs and the Great Outdoors/(3).S. The purpose of this course is to explore the connections between student affairs and outdoor education/experiential education. This course is required for the concentration in College Outdoor Program Administration under the Master of Arts degree in College Student Development. Students will have the opportunity to experience hands on training in theoretical approaches to integrating outdoor experiences into their work in student affairs.

HPC 5441. Historical Perspectives on College Student Support Services (3).S. This course is a semester-long study of comparative educational systems that culminates in a two week learning abroad experience to the United Kingdom. Participants will learn about the history of higher education in the UK and current program offerings at campuses in each of these cities while taking time to participate in local culture and attractions.

HPC 5450. Learning Communities/(3).On Demand. The purpose of this course is to introduce students to the concepts on Learning Communities. This will be accomplished through an understanding of the history and models of learning communities, constituents, and the institutional priorities. The academic and student affairs contexts and cultures will be explored. Additionally, students will have the opportunity to work on a project designing a learning community.

HPC 5460. Professional Practice in College Student Development/(3-9).On Demand. The purpose of this course is for students to gain full-time experience in a Student affairs office prior to their internship. The practical experience is geared towards increasing their skills, introducing them to new cultures and environments and allowing them to explore various aspects of Student Affairs. Sites must be approved by the instructor. May be repeated for a total credit of nine semester hours upon the approval of the department chair.

HPC 5500. Independent Study/(1-4).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. [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-à-vis the helping relationship are discussed. Prerequisite: HPC 5560.

HPC 5680. Counseling the Aging/(3).F.Even-numbered years. This course is designed to aid graduate students interested in gerontology to understand and appreciate aging as a lifelong process. Emphasis is also given to various effects of aging-physiological, psychological, financial, etc. Counseling strategies and understanding family dynamics pertaining to aging will also be studied.

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

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

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

HPC 5752. Legal and Ethical Issues in Clinical Mental Health Counseling (3).S. A study of legal and ethical issues confronting community agency, mental health and rehabilitation counselors. Topics include moral reasoning; tort liability; confidentiality; privacy; libel; slander; due process; federal and state rules, regulations, and statutes; and other important concepts and actions resulting in legal and ethical questions. Prerequisites: HPC 5120 and registration is restricted to Clinical Mental Health Counseling majors.

HPC 5753. Legal and Ethical Issues in Marriage and Family Therapy/(3).F. A contextual study of legal and ethical issues related to the profession of marriage and family therapy. Topics include professional identity, scope of practice, professional organizations, licensure, ethical codes, confidentiality, legal responsibility and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

HPC 5754. Legal and Ethical Issues in Professional School Counseling/(3).S. An exploration of ethical and legal standards, and applications specific to professional school counseling. General topics will include the ethical decision-making process, confidentiality, privileged communication, informed consent, duty to warn, dual relationships, record keeping, parental rights, the rights of minors, testifying in court, and testing. Special topics and the needs of special populations will be examined.

HPC 5790. Group Methods and Processes/(3).F;S. A study of group dynamics, experimentation in groups, leadership roles, and applicability to other settings. [Dual-listed with HPC 4790.]

HPC 5820. College Student Development Theories I/(3).F. This course provides an overview of the cognitive theories of student development. Particular emphasis will be placed on utilizing theory to understand and describe student learning, human behavior and development over the life span. The course includes cognitive and moral development theories. A multicultural focus will be included in the study of these theories. This course is a prerequisite for HPC 5821.

HPC 5821. College Student Development Theories II/(3).S. This course provides an overview of the psychosocial theories of student development. Particular emphasis will be placed on utilizing theory to understand and describe student learning, human behavior and development over the life span. The course includes psychosocial and identity theories. A multicultural focus will be included in the study of these theories. Prerequisite: HPC 5820.

HPC 5840. Human Relations and Interaction/(3).F;S. Examines the key elements in effective interpersonal communication. Students will be exposed to one or more human relations models that are designed to improve their communication skills. Emphasis will be given to applying constructive methods of human relations in a variety of settings including business, schools, and social service agencies. [Dual-listed with HPC 4840.]

HPC 5850. Theory and Practice of Reality Therapy/(3).On Demand. A basic course introducing the theory and practice of Reality Therapy in a variety of therapeutic settings. Emphasis will be placed on the principles and implications of control theory, including the fundamentals of the practice of Reality Therapy, and its relationship to the cycle of counseling.

HPC 5860. Dreamwork: Clinical Methods/(3).F. An in-depth study of dreamwork as a clinical method, including theoretical approaches to dreams, clinical issues and current trends, and cross-cultural perspectives on the role of dreams, myths, and symbols in psychological healing.

HPC 5870. Creative Process, Movement, and Therapy/(3).S.Odd-numbered years. An examination of body awareness, creative expression, and movement in therapy. Particular attention will be paid to the concept of creative process and how it relates to human development, personality integration, and healing. [Dual-listed with DAN 4870.]

HPC 5900. Practicum/(1-9).F;S. Practica are available in the areas given below according to the chosen curriculum. Some practicums may be repeated for additional credit when there is space and upon approval of the advisor and the departmental chair. Graded on an S/U basis.

- **Practicum in Counseling:** An in-depth study of the counseling and therapeutic process and the nature of the counseling relationship. These factors will be examined in relationship to the application of basic theoretical principles. Prerequisites: HPC 5220, specific program requirements, and prior approval of the departmental chair.
- **Practicum in College Student Development:** An opportunity for on-the-job observation and limited practice in at least two student development functions/offices either on the ASU campus or in another area post-secondary institution. Open only to student development majors. Prior approval of the departmental chair.
- **Practicum in Group Leadership:** Supervised practice in group leadership. Prerequisites: HPC 5790, HPC 6720, and prior approval of the departmental chair.

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

HPC 5999. Thesis/(1-4).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

HPC 6120. Developmental Assessment and Diagnosis in Clinical Mental Health Counseling (3).F;S. An in-depth and critical examination of developmental assessment and diagnosis in a variety of Clinical Mental Health Counseling settings. Specific attention will be given to the interface of the assessment and diagnostic process, the sociocultural context of individuals, and an understanding of basic psychopharmacology within a developmental and humanistic framework. Prerequisites: HPC 5120 and registration is restricted to Clinical Mental Health Counseling majors.

HPC 6160. Gestalt Therapy/(3).S.Even-numbered years. An examination of the Gestalt Therapy model. The course combines experiential and conceptual approaches. Emphasis is placed on developing personal and unique styles of interventions within the framework of Gestalt Therapy.

HPC 6162. Systemic Gestalt Therapy/(3).SS. An advanced course which focuses on the application of gestalt concepts within a systemic model. Prerequisite: HPC 6160 or permission of the instructor. Graded on an S/U basis.

HPC 6270. Marriage and Family Counseling: Clinical Issues/(3).F. An examination of basic issues and special problems in the therapeutic intervention in families. Prerequisite: HPC 5270.

HPC 6271. Theories of Marriage and Family Therapy III/(3).SS. A comprehensive survey of major models of marriage and family therapy with emphasis on the relationship of theory to practice.

HPC 6272. Marital and Couples Therapy/(3).F. This seminar examines key issues associated with effective marital and couples therapy. Emphasis is given to an overview of fundamental theoretical models of intimate relationships and models for effecting healing and growth in such relationships.

HPC 6280. Assessment and Diagnosis in Marriage and Family Therapy/(3).SS. A seminar designed to provide a background in diagnosis and assessment including skills necessary to conduct a relational assessment interview, as well as the development of assessment skills through the use of family sculpture, family genogram, role play, and exercises. Prerequisite: HPC 5271 or permission of the instructor.

HPC 6290. Child and Adolescent Therapy/(3).F;S. The application of child development and counseling theories to the practice of counseling children and adolescents. Focus will be on clinical practice, diagnostic skills, play and art therapy, family systems interventions, parent training programs, and behavioral interventions.

HPC 6330. Assessment and Program Evaluation in Student Affairs/(3).F. The focus will be on assessing outcomes of enrollment in post-secondary institutions, assessment methodologies used for exploring student outcomes, systematic program evaluation, and the application of student development theory to practice. Prerequisite: HPC 5340.

HPC 6340. Ecotherapy/(3).F.Even-numbered years. This course will examine emerging paradigms in psychology and counseling in systems theory, the nature of consciousness, and ecopsychology.

HPC 6350. Body/Mind/(3).S. A study of the interrelationship of physical and mental functioning as it pertains to counseling, including the mind/body problem as a systematic issue in psychology, exploration of the current resurgence of interest in mind/body functioning relative to total well-being, and an overview of current uses of mind/body experiences as therapeutic techniques.

HPC 6355. Mindfulness Based Counseling (3).F. This course will introduce students to mindfulness based counseling modeled on the program developed at the University of Massachusetts Medical School's Stress Reduction Clinic. Within the context of educational and health care services, mindfulness is aimed at assisting individuals to develop an array of self-regulatory, selfcare skills. The effectiveness of mindfulness based interventions is predicated on providers who are substantively grounded in mindfulness meditation practice, hence the strong experiential component to the course.

HPC 6360. Therapy and the Expressive Arts/(3).F;S. An examination of the relationship between artistic expression and individual mental health. Theories and techniques of various arts therapies will be studied relative to diagnosis and treatment as well as to personality integration and personal growth.

HPC 6365. Expressive Arts Summer 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 intensive institute provides practicing therapists, counselors, graduate students, and artists opportunities to explore cutting edge practices in the integration of expressive arts in counseling. The Appalachian approach to Expressive Arts Therapy emphasizes the power of the arts to build community and support a space of *temenos*, where the arts can help us to access our individual and collective resources for living. This course will include theoretical background in Expressive Arts Therapy, as well as a variety of experiential large group, small group, and individual art making activities.

HPC 6366. EXA Child/Adolescents (3-6).SS. Variable content. Barring duplication a student may repeat the course and earn up to a total of six semester hours. This annual summer institute is designed to present a comprehensive and developmentally oriented approach for the application of play theories, techniques, and the creative/expressive arts to the process of counseling children and adolescents. The course will consist of class discussions, presentations, cooperative and group experiential learning activities, and "hands on" type of activities/projects which students will prepare and present. Students will learn techniques of play therapy, art, music, movement, creative dramatics, imagery, writing, and poetry for use in both the school and agency setting.

HPC 6370. Intermodal Expressive Arts/(3).F;S. An examination of theories, techniques, and functions of psychotherapeutic approaches using intermodal expressive arts, emphasizing cross-cultural contexts of creative expression and human development. Prerequisite: HPC 6360.

HPC 6380. Therapeutic Writing/(3).F. An exploration of writing and the therapeutic process. Students will experience a variety of methods in using the written word to enhance client change as well as for self-care for the therapist.

HPC 6390. Current Issues in Expressive Arts Therapy/(3).S.Even-numbered years. An examination of current issues in expressive arts therapy, emphasizing cross-cultural contexts of creative expression and human development. Prerequisite: HPC 6360.

HPC 6410. Student Development Administration/(3).F. An overview of organizational theories, management, and administration in student development practice, including budget and finance, governance and policy making, organizational change processes, process consultation, administrative uses of computers, and human resource development. Prerequisite: HPC 5410.

HPC 6451. Clinical Mental Health Counseling Seminar (3).F. An examination of current issues and trends in mental health counseling, agency counseling, and rehabilitation counseling, focusing on the transition from clinical trainee to entry level practitioner in areas such as psychosocial assessment, prevention/education/intervention techniques, administration of programs, and supervision. Prerequisites: HPC 5120, HPC 5220, HPC 5752, HPC 5790; and registration is restricted to Clinical

Mental Health Counseling majors. Prerequisite or corequisite: HPC 5900 (Practicum in Counseling).

HPC 6452. Seminar in Professional School Counseling/(3).SS. This course is designed to provide opportunities for students to further develop knowledge and skills in order to deliver a comprehensive and developmental school counseling program. A wide variety of topics currently addressed in professional school counseling literature will be studied. Prerequisite: HPC 5310.

HPC 6500. Independent Study/(1-4).On Demand.

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

HPC 6570. The Appalachian Addictions Institute/(3-9).SS. Variable content. Barring duplication, a student may repeat the course and earn up to a total of nine semester hours. This annual summer institute is designed to provide graduate students and working professionals with an opportunity for in-depth exploration of cutting-edge, clinical issues and topics within the addictions field. Graded on an S/U basis.

HPC 6620. School-Based Consultation/(3).S. For school psychologists, counselors and other human service personnel in various fields who deal with parents and/or teachers in a consultative and educational capacity. The course will include a review of consultation models and theories of both a group and triadic nature. It will also provide an opportunity for role play which reflects actual consulting situations. Emphasis will be placed on concerns related to academic deficit, behavioral problems in the school and home, and family stress. (Same as PSY 6620.)

HPC 6710. Human Sexuality/(3).S. Classical and contemporary theories of sexual identity and behavior, family planning, reproduction, emotionality, intimacy, and values are studied. Special attention is given to the work of Kinsey, Hooker, and Masters and Johnson, and most recent researchers. Attention is given to futurity, especially as it pertains to current practices and values regarding family planning, general health, sexuality and one's self-esteem. Counseling strategies will be considered pertaining to many currently reported sexual dysfunctions such as impotence, premature ejaculation and lack of sexual response.

HPC 6720. Group Counseling/Therapy/(3).F;S. Theory and practice of group counseling/therapy, including group process, leadership style, and outcome. Prerequisite: HPC 5790 or equivalent.

HPC 6730. Sexual Abuse Counseling/(3).S. An in-depth examination of the subject of sexual abuse counseling. The course provides an overview of the issues involved in sexual abuse and relates these to the assessment and treatment processes used by counselors and other helping professionals.

HPC 6750. College Student Development Institute/(3-9).SS. This annual summer institute is designed to allow college administrators, counselors, instructors, other student development personnel, and graduate students to consider a variety of issues facing students and student development specialists. There is variable content each summer with the theme and topics reflecting current issues and needs. Barring duplication, a student may repeat the course and earn up to a total of nine semester hours. Graded on an S/U basis.

HPC 6770. Current Issues and Special Populations in Addictions Counseling/(3).S.Even-numbered years. Current issues in the addictions field as they impact both counselors and their clients are addressed. Both practical and theoretical orientations of working with addicted clients are discussed. An emphasis is placed in the course on working with rural and minority clients.

HPC 6900. Internship/(1-18).F;S. Advanced students in counselor education will have supervised

experiences in specific functions of the counselor education field in a public school system, post-secondary institution, or other appropriate agency. In addition to those listed below, other specific experiences will be developed and approved by the student and the student's advisory committee. May be taken up to a total of eighteen semester hours with permission of the departmental chair. Graded on an S/U basis. Prerequisite: prior approval of the departmental chair.

- **Internship in Professional School Counseling:** Practice in the application of skills used in counseling elementary/middle/secondary school youth. Setting to be decided upon in consultation with the internship supervisor. A minimum of 600 clock hours of work (full-time) as a counselor in the school will be required. Graded on an S/U basis. Prerequisites: HPC 5140, HPC 5210, HPC 5220, HPC 5310, HPC 5754, HPC 5790, HPC 5900, HPC 6620/PSY 6620, and approval of the departmental chair.
- **Internship in Clinical Mental Health 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 Clinical Mental Health Counseling majors. Graded on an S/U basis. Prerequisites: HPC 5120, HPC 5220, HPC 5752, HPC 5790, HPC 5900 (Practicum in Counseling), HPC 6120; and registration is restricted to Clinical Mental Health Counseling majors. Prerequisite or corequisite: HPC 6451 and prior approval of the departmental chair.
- **Internship in College Student Development:** On-the-job experience will be emphasized through placement of students in specific student development functions/offices either on the ASU campus or in another area post-secondary institution. Available primarily for college student development majors. Graded on an S/U basis. Prerequisites: HPC 5410, HPC 5900 (Practicum in College Student Development) and/or HPC 5900 (Practicum in Counseling), and prior approval of the departmental chair.
- **Internship in Marriage and Family Therapy/(3+3+6).F;S;SS.:** Supervised practice in the application of skills used in systemic individual, couple and family therapy. Open only to marriage and family therapy majors. Graded on an S/U basis. Prior approval of the departmental chair.

2014-15 Graduate Bulletin & Course Catalog

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Department of Languages, Literatures, and Cultures, College of Arts and Sciences

Graduate Courses in French (FRE), Languages, Literatures, and Cultures (LLC), and Spanish (SNH)

dlc.appstate.edu

James Fogelquist, Department Chair

French (FRE)

FRE 5000. Research and Critical Theory (3).On Demand. Overview of source materials and advanced research methodologies in 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. Barring duplication of content, the course may be repeated for a total credit of six semester hours.

FRE 5003. French Women Writers (3).F. An examination of French women writers and their works from the Middle Ages to the present. The survey will consider examples of many genres women have created, used, or adapted. Primary sources chosen for important themes will be complemented by historical and critical readings. Selection of authors and works will vary from semester to semester.

FRE 5004. The French Media (3).F. The course explores the historical evolution, vehicles of diffusion, purposes, and importance of French media from traditional print to innovative hypertext, and from rudimentary radio to digital broadcasting of the "information age." Coursework includes theoretical readings that complement a "hands-on" investigation and manipulation of these various media.

FRE 5021. Poetry of French Expression (3).S. Comprehensive overview of poetic form, function,

and analysis as these pertain to the French- speaking world and French and Francophone literary history. Commented readings of representative poetic texts as products of culture and as tools for language learning.

FRE 5023. Theater and Performance in French (3).F. Study of a variety of aspects pertaining to theatricality and theatrical genres from traditional venues to pop culture icons. Primary texts will be complemented by theoretical works, film adaptations, and other media presentations. Readings may vary.

FRE 5025. French Cultural Studies (3).S. A study of various artifacts, historic events, and cultural practices and theories that have shaped the private and public spheres of social and institutional development in France. Readings may vary.

FRE 5026. Francophone Cultures (3).S. This course consists of an in-depth study of selected literary texts and other cultural artifacts (such as films, newspapers, magazines) that underline the traditional and contemporary aspects of Francophone culture. Laboratory work will be mandatory.

FRE 5500. Independent Study (1-3).On Demand.

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

FRE 5555. History of the French Language (3).S. Study of the evolution of French from Latin to its present form; internal developments and external influences. Study of phonology, morphology and syntax of Old French and reading of selected Old French texts.

FRE 5565. Advanced French Expression (3).F. Students will have the opportunity to advance their oral and written proficiencies by examining and using different registers of contemporary spoken French as well as analyzing different written genres. Their oral work will be based on reading and discussing current articles from newspapers and periodicals; their written work will be modeled on selected literary and cultural narratives written by experienced French writers. Prerequisites: senior or graduate standing and FRE 3080 (Advanced Grammar and Composition), or consent of the instructor. [Dual- listed with FRE 4565.]

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

FRE 5999. Thesis (3).On Demand. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

Languages, Literatures and Cultures (LLC)

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

LLC 5525. Product of Learning (3).On Demand. An on-going research/pedagogical project in thesis or portfolio form. Graded on an S/U basis.

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

LLC 5550. Structure of Modern English for TESL (3).On Demand. This course will investigate the structure of the English language from the viewpoint of modern linguistics. Focus will be placed on the

role of grammar in the second language classroom and methods of teaching grammar in a communicative context. Prerequisites: two years of a language other than English and LLC 2050 (Say What? Language in Mind and Society) or ENG 3610 (Studies in the Principles of Language). [Dual-listed with LLC 4550.]

LLC 5551. Materials and Methods in TESL (3).On Demand. A survey of various methods and materials to teach English to speakers of other languages. Discussion will focus on factors affecting how curricula are developed to most effectively teach speaking, listening, reading, writing, and culture to ESL students. Central to this course will be: an emphasis on various methods used to teach ESL holistically and in the context of a particular content; assessment; materials and resources; and the growth and development of the field of ESL. Prerequisites: two years of a language other than English and LLC 2050 (Say What? Language in Mind and Society) or ENG 3610 (Studies in the Principles of Language). [Dual-listed with LLC 4551.]

LLC 5555. Practicum in TESL (3).On Demand. This course provides future ESL teachers with experience teaching English to speakers of other languages in a supervised setting. As a part of this course, students complete a project/portfolio for use in future instruction. Prerequisites: two years of a language other than English and LLC 2050 (Say What? Language in Mind and Society) or ENG 3610 (Studies in the Principles of Language), LLC 3010 (Second Language Acquisition), LLC 3020 (Language, Society and the Teaching of ESL), and LLC 5550. May be taken concurrently with LLC 5551. [Dual-listed with LLC 4555.]

LLC 5590. Issues in Teaching Languages and Cultures (3).F.Alternate years. An examination of current methodologies for teaching and research in second language learning across varied instructional settings, with practical applications that reflect an evolving standard of professionalism for language teachers. A textbook along with recent publications on the National Standards for Language Teaching are the core readings for the course, with additional articles placed on reserve in the Library. Offered alternate years with LLC 5601.

LLC 5600. Linguistics (3).SS. Study of sounds/intonation, word formation, syntax, semantics, pragmatics and their application to learning a second language. Different theoretical approaches will be explained. Students will apply linguistic concepts to problems in a variety of languages. The course will also demonstrate how linguistics analyzes dialects and resolves problems of language learning and teaching.

LLC 5601. Bilingualism and Second Language Acquisition (3).F.Alternate years. An examination of competing views of second language acquisition which inform the way languages are taught. Introduction to a variety of research methods and practices typically used to study and assess student learning. The course culminates in the design of a second-language acquisition project by the student. Offered alternate years with LLC 5590.

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

Spanish (SNH)

SNH 5000. Research and Critical Theory (3).On Demand. Overview of source materials and advanced research methodologies in languages. Study of the various critical movements and disciplinary approaches to language and literature. Practical application of methods for uncovering,

evaluating, organizing, and reporting of source material. (Same as FRE 5000.)

SNH 5001. Hispanic Children's and Adolescent Literature (3).F. Critical readings of literary works in different genres written for children and adolescents. Study of the evolution and theory of children's and adolescent literature in Latin America and Spain. Special focus on the cultural background, cross-cultural ties, and pedagogy of children's and adolescent literature. [Dual-listed with SNH 4001.]

SNH 5002. Masterpieces of Hispanic Art and Literature (3).S. Study of seminal works in Spanish and Latin American art and literature, and their literary and cultural impact. Cross-disciplinary approach, taking into account the social, cultural, political, and historical context and impact of texts and objects. Barring duplication of content, the course may be repeated once.

SNH 5003. Hispanic Short Fiction (3).S. A study of the short story in Hispanic literature, which will examine the genre from a cultural and literary perspective. Readings and commentary of selected short stories, especially by women and ethnic authors, will trace the history of the genre and explore its main themes. Primary sources will be complemented by literary historical and critical readings. [Dual-listed with SNH 4003.]

SNH 5005. The 20th Century Hispanic Novel (3).On Demand. A study of the most representative texts of the 20th century Hispanic novel in relation to the respective literary and cultural movements of the time in which the novels were written. The study of primary texts will be complemented by theoretical and critical readings. [Dual-listed with SNH 4005.]

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 5028. Seminar in Spanish Linguistics (3).On Demand. Study and analysis of the Spanish language from a linguistic perspective. The seminar format allows the study of various topics within Spanish linguistics. These may include the study of Spanish in its social and political contexts, Spanish phonetics and phonology, Spanish syntax and morphology, and language variation in the Spanish-speaking world. Barring duplication of content, a student may repeat the course for a total of six credit hours.

SNH 5030. Latin American Thought Through Literature and Film (3).On Demand. Reading and

critical analysis of the works of Latin American essayists, novelists, poets and film makers who have shaped, transformed, mapped, and contributed to the evolution of Latin American thought from the nineteenth century through the present.

SNH 5075. Migration in Literature and Film (3).S. This course will be a study of the representation of contemporary migration and its cultural and social impact through meaningful productions in film, fiction, and poems. There will be readings and commentaries of film, fiction, and poetry as vehicles of cultural diversity and self-expression examined with a special focus on the pedagogical potential of these productions in the second language learning process.

SNH 5500. Independent Study (1-3).On Demand.

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

SNH 5555. History of the Spanish Language (3).S. Study of the evolution of the Spanish language, with particular emphasis on the history of standardized Spanish and the development of regional variations of spoken Spanish. The approach takes into account the social, cultural, and political factors that have contributed to linguistic change and have shaped the complex fabric of historical and contemporary varieties of Spanish. [Dual-listed with SNH 4555.]

SNH 5565. Advanced Spanish Expression (3).On Demand. An advanced language course where students will have the opportunity to perfect their mastery of the spoken and written language. Students will explore different writing genres and model their work on the literary and cultural narratives written by experienced Spanish writers, and will be provided with the necessary tools to develop their oral language skills. Prerequisites: senior or graduate standing and SNH 3080 (Advanced Grammar and Composition), or consent of the instructor. [Dual-listed with SNH 4565.]

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

SNH 5999. Thesis (3).On Demand. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

2014-15 Graduate Bulletin & Course Catalog

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Department of Leadership and Educational Studies, Reich College of Education

Graduate Courses in Foundations of Education (FDN), Higher Education (HE), Instructional Technology Computers (ITC), Library Science (LIB), Leadership in School Administration (LSA), and Research (RES)

www.les.appstate.edu

Terry McClannon, Interim Department Chair

Foundations of Education (FDN)

FDN 5500. Independent Study (1-4).On Demand.

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

FDN 5800. History of American Education (3).S. A study of the historical development of education in the United States. Special emphasis is given to educational concepts and practices as they relate to political, social, and cultural development in the growth of a system of public education.

FDN 5801. Education of the Culturally Diverse (3).F. A general survey of situations encountered by the teacher in a culturally diverse society. An emphasis on the development of the empathetic teacher and the creation of teacher strategies and materials. [Dual-listed with FDN 4800.]

FDN 5810. Education in Appalachian America (3).S. A course designed to assist the teacher of mountain children in understanding the pupil and school in the Appalachian culture. Various Appalachian cultural descriptors and their effect on schooling will be discussed with attention to the creation of teaching strategies and materials. [Dual-listed with FDN 4810.]

FDN 5840. Social and Philosophical Foundations of Education (3).F;S. An examination of the philosophical assumptions which appear to influence education policy decisions and an examination of social forces which impact on education - particularly the process we call schooling. Inquiry into significant social and philosophical issues in education is a major component.

FDN 5861. History of Postsecondary Education in America (3).F. The study of the development of colleges and universities, community, junior, and technical colleges; and the adult and community education movements. The impact of movement in education, internationally on the development of postsecondary education in America are explored. The study of current issues and problems in postsecondary education is included.

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

FDN 5999. Thesis (3-4).On Demand. For (077) Instructional Technology Specialist only. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

FDN 6500. Independent Study (1-4).On Demand.

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

FDN 6600. Historical Survey of Reading Education (3).F. Provides student with breadth and depth in the evolution of the field of reading. History of the field will be studied along the following subdivisions: 1) sociology of reading, 2) physiology and psychology of reading, and 3) pedagogy of reading.

Higher Education (HE)

HE 5050. Designing Adult Learning Experiences Using Technology (3).On Demand. This course provides a guided study and practice in the integration of technology into the design of adult learning experiences. It includes the basic principles and theories of instructional design and adult learning and an overview of instructional technologies currently used to deliver, support, manage, and facilitate teaching and learning experiences. Emphasis is placed on the students' reflective exploration, planning, and implementation of various learning technologies in authentic instructional settings.

HE 5090. Adult and Developmental Education (3).On Demand. This course introduces students to the foundations of adult and developmental education. It provides a framework for advanced study of the field by addressing its history, development, delivery methods, and models and techniques for providing adult and developmental education.

HE 5420. The Community College (3).S. An analysis of two-year colleges in the United States. Emphases include historical development, mission, student characteristics, teaching and learning, curriculum planning, governance, finance, and current trends. Attention is also given to the role of the community college in serving its community and the values that guide this endeavor.

HE 5430. Organization and Governance in Higher Education (3).On Demand. This course is a study of the concepts of organization and governance as applied to postsecondary institutions in the United States. Emphasis is placed on structure and the functions of leadership and management as well as the varied ways both public and private institutions are governed.

HE 5440. College and University Teaching (3).On Demand. This course is a study of instructional theory with an emphasis on the merger of theory with practice in the development of learning strategies at the university and community college levels of education. Emphasis will be given to adult learning styles, teaching styles and the process of course development.

HE 5500. Independent Study (1-4).On Demand. Subject matter may vary depending on student interest and need. A student may enroll more than once provided the content does not duplicate that of the previous course.

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

HE 5630. The Adult Learner (3).F;S. A study of the characteristics of adults as learners. Special attention is given to review of research on adult learning and to the role of the adult educator as a facilitator in the learning process.

HE 5635. Adult Development and Learning Theories (3).On Demand. This course is a study of major theories of adult learning and adult development and their implications for educational practice and public policy in postsecondary education.

HE 5640. College Access and Student Success (3).On Demand. This course addresses the political, social, economic, and historical context of college access and student success. It also explores ways to foster greater access and success, including policy actions, institutional conditions, and programmatic interventions.

HE 5650. Curriculum in Higher Education (3).On Demand. This course examines the history, purpose, and philosophies of curriculum in universities and community colleges. There will be an analysis of selected curriculum theories and how they relate to major components of the curriculum including general education, the major, career programs, developmental education, and continuing education.

HE 5700. Leadership in Higher Education (3).On Demand. This course is a study of leadership praxis with activities designed to improve skills in planning, decision-making, organizing, communication, and evaluation in higher education.

HE 5710. Teaching and Learning in Adult and Developmental Education (3).On Demand. This course addresses the theoretical approaches and practices employed to assist underprepared learners to succeed in postsecondary education. It describes research-based institutional characteristics and classroom strategies demonstrated to be effective in providing instruction and promoting learning for adult and developmental students.

HE 5720. Program Development (3).On Demand. This course examines program development from a theoretical as well as a conceptual approach. It provides an overview of the major programming models and focuses on both the administrative and instructional functions related to program development.

HE 5730. Assessment and Evaluation (3).On Demand. This course addresses assessment and evaluation policies and practices in U.S. higher education. It explores issues and practices in student assessment, outcomes measurement, evaluation criteria selection, course and program evaluations, and data analysis.

HE 5740. Learning Assistance in Higher Education (3).On Demand. This course provides an introduction to the learning assistance movement in U.S. colleges and universities as well as in adult education. It addresses the philosophy, history, theory, delivery models, services, and practice of learning assistance.

HE 5780. Grantsmanship in Education (3).On Demand. A study of fiscal resources available to researchers and practitioners in professional education, involving identification of funding sources, an

understanding of proposal requirements and strategies for proposal development, competence in proposal evaluation, experience in the drafting and submission of a specific proposal to an appropriate agency.

HE 5840. Higher Education Finance (3).On Demand. This course is a study of financial management principles relating to higher education. Consideration is given to sources of funds, budgeting, purchasing, and financial accountability in higher education.

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

HE 5990. Ethical and Legal Issues in Higher Education (3).On Demand. An overview of ethics and of the law as it affects the administrator and teacher in higher education. The accent is on learning about ethics and the general concepts and sources of higher education law and regulations. Additionally, each student will select an individual problem area (case) for more detailed study.

HE 5999. Thesis (2-4).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

HE 6040. Readings in Postsecondary Education (3).S. Emphasis is given to understanding the conceptual framework of adult education, community education, developmental education, teaching, and administration through the study of relevant literature. Each student will conduct a study of the literature in one of these areas.

HE 6090. Seminar in Adult and Developmental Education (3).On Demand. This course provides opportunities for students to develop their own theoretical and philosophical frameworks for developmental education and apply these to the organization, implementation, and evaluation of developmental education and learning assistance programs.

HE 6310. Critical Issues in Adult and Developmental Education (3).On Demand. This course examines social, political, ethical, and economic issues impacting adult and developmental education and helps students deepen their skills of analysis in dealing with complex problems in the field today. The course provides students with opportunities to study issues of particular interest to them at a level typically not possible in other courses.

HE 6320. Institutional Effectiveness (3).On Demand. This course is designed to provide an overview of the principles of institutional effectiveness, including the processes and implications for required accreditation strategic planning, the establishment of continuing and integrated research-based planning and evaluation processes for educational programs and services that result in continuing improvement and demonstrate the effective accomplishment of mission and purpose.

HE 6330. Organizing for Learning and Diversity (3).On Demand. This course explores how universities and community colleges can become learning-centered institutions in an emerging multicultural society. It pays particular attention to the shift from diversity as an isolated initiative to diversity as a catalyst for educational excellence for all students.

HE 6340. Policy Analysis in Higher Education (3).On Demand. This course is designed to help prepare leaders in university and community college institutions to understand interest groups and respond to intended and unintended external public relations issues arising from various interest groups' expectations and how these relations with interest groups translate into policy.

HE 6350. Leading Organizational Change in Higher Education (3).On Demand. This course helps educators in universities and community colleges strengthen their skills in leading change at both the institutional and the departmental levels. It explores research and theory in the field, including the role of individual change to departments within the larger change process.

HE 6360. Organizational Analysis in Higher Education (3).On Demand. This course is an organizational analysis of higher education that uses various theories of systems thinking. The course explores how theory guides organizational development and behavior and informs leadership praxis in university and community college institutions. The content of the course is grounded in systems theory and thinking with a series of learning activities designed to cultivate analytical, critical, and reflective thinking regarding organizational processes.

HE 6370. Designing Culturally Responsive Learning Environments (3).On Demand. This course is designed to assist educators in including adult learners' cultural references in all aspects of learning. The course focuses on the role culture plays in how groups and individuals communicate and receive information, as well as in influencing thinking processes. It provides readings, resources, and research to prepare educators to become more culturally responsive as well as to utilize culturally responsive teaching practices.

HE 6500. Independent Study (1-4).On Demand. Subject matter may vary depending on student interest and need. A student may enroll more than once provided the content does not duplicate that of the previous course.

HE 6530-6549. Selected Topics (1-4).On Demand. Topics considered may include the following: Seminar in Educational Leadership; and Seminar in College Administration, etc.

HE 6550. Seminar in Comparative Education (2-3).On Demand. A comparative study of post-compulsory institutions in other countries. Emphasis on the governance, administrative, curricular and instructional issues, concerns, and processes as they relate to the role of post-compulsory institutions. The study of an educational system is done in conjunction with seminars and visitations to educational institutions as well as travel throughout the countries under consideration, when possible.

HE 6600. Seminar in Legal Problems (3).S. Current legal issues and problems related to organization and administration of public and private educational institutions. (Same as LSA 6600.)

HE 6631. Teaching and Learning in Postsecondary Education (3).S. An in-depth study of learning concepts with implications for instructional models. Special emphasis is given to the process of structuring learning experiences.

HE 6650. Seminar in Postsecondary Education (3).F. To help students integrate their personal and professional development. Particular attention is given to supporting them in developing the capacity to engage in reflective practice and to understand the connections between individual development and organizational development.

HE 6840. Personnel Policy and Practice in Higher Education (3).On Demand. The course's emphasis explores a wide variety of employment issues, including the rapidly changing areas of exceptions to the employment-at-will rule, and disability discrimination in employment. Further, the course includes a very broad range of employment law topics, such as Title VII of the Civil Rights Act of 1964. Also, a detailed study will be made of all aspects of personnel administration such as recruitment and selection, job evaluation, compensation and benefits, and discipline and discharge. Finally, selected sections of the ASU Faculty Handbook will be studied.

HE 6861. American Higher Education (3).On Demand. This course is specifically designed to give students a broad knowledge-base of the purpose, function, and governance of higher education in the United States. This course will explore the dynamics of American higher education through an examination of political movements, governmental processes, public administration, and socioeconomic and philosophical issues that impact university and community institutions.

HE 6900. Higher Education Internship/Field Study (2-8).On Demand. Supervised experiences of teaching and/or administration under the direction of competent personnel, or the study of problems in postsecondary educational institutions or other appropriate agencies. Graded on an S/U basis.

HE 6999. Education Specialist Thesis (2-4).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

Instructional Technology Computers (ITC)

ITC 5220. Digital Technologies in Education (3).On Demand. Exploration of the various roles of digital technologies in instructional, service and clinical settings.

ITC 5240. Designing Instruction for Digital-Age Learners (3).On Demand. The exploration of a variety of issues related to designing authentic and engaging instruction for today's digital learners. The coursework will focus on identifying the characteristics and dispositions of digital learners within the context of 21st century skills in order to develop effective instruction. Topics will include: examining the theoretical and pedagogical research base that informs the design of authentic learning contexts, identifying relevant instructional strategies and best practices, and utilizing the appropriate digital tools to develop innovative instructional environments.

ITC 5260. Promoting 21st Century Literacies (3).On Demand. This course will focus on an understanding of 21st century skills and themes and it will engage students in discussions, activities, and projects related to issues of information, media, multicultural, and visual literacies. Emphasis is placed on developing an understanding of the ethical and legal issues surrounding the access and use of information, evaluating social and cultural differences in order to collaborate effectively with others from a range of social and cultural backgrounds, examining how media can influence beliefs and behaviors, and utilizing appropriate visual media creation tools.

ITC 5330. Utilizing Networking and Communications Technologies for Learning (3).On Demand. The exploration of telecommunications and social networking in the learning environment. Includes attributes and implementation of learning activities that take advantage of telecommunications/social networking facilities and tools, types of technologies and networks available, setting up connections, and maintaining telecommunications facilities.

ITC 5350. Technology Policy and Law (3).On Demand. An exploration of existing policies and laws relating to instructional technology. Discussion of the processes involved with policy development, practice in writing, advocating for new policies, and policy changes.

ITC 5440. Digital Learning Environments in a Changing Society (3).On Demand. This course will focus on the issues surrounding the utilization of various technologies designed to create digital learning environments, including, but not limited to, Massive Multiplayer Online (MMO) games, Virtual Worlds and Augmented Reality. Special focus will be placed on the current technologies that are available to integrate within educational environments, methodologies for properly integrating those tools, and elements for designing or tailoring these tools for specific instructional needs.

ITC 5500. Independent Study (1-4).On Demand. Subject matter may vary depending on student interest and need. A student may enroll more than once provided the content does not duplicate that of the previous course.

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

ITC 5550. Using Digital Technologies to Facilitate Systemic Improvement (3).On Demand. An exploration of the change process as it relates to innovations as well as the research, issues and design of professional development programs for change within professional institutions such as schools. The application of differing instructional strategies designed for innovative changes will be examined within the context of dealing with organizational barriers.

ITC 5620. Vision and Strategies for Integration of Digital Technologies (3).On Demand. The study of processes that facilitate the incorporation of computer capabilities into the K-12 school curriculum, including the identification of appropriate instructional settings for computer use and the means to support teachers as they introduce the use of computers into the curriculum. Special emphasis will be placed on the development of the use of the computer as a tool that enables learning.

ITC 5720. Planning for Instructional Technology (3).On Demand. The development of technology plans for existing and future schools that incorporate current levels of technology and allow for the growth into new technologies. Included will be the evaluation of hardware and software and the development of networking systems.

ITC 5800. Designing 3D Immersive Environments for Instruction (3).On Demand. This course will provide the theoretical and pedagogical frameworks for the design and implementation of immersive environments for instruction. Students will explore models of and research about effective planning and building of these environments to promote meaningful interactions among participants. Students will begin to design activities and artifacts for inclusion in immersive spaces.

ITC 5820. Creating and Sustaining 3D Immersive Environments for Learning (3).On Demand. This course provides students the opportunity to incorporate the knowledge and experiences learned to date by working individually and in teams to develop, deploy and evaluate immersive learning communities to meet the needs of educational, community or other organizations. In doing so, students will gain practical experience while taking the initiative for independent and authentic learning. Prerequisite: ITC 5800 or equivalent.

ITC 5900. Internship in Educational Computing (2-6).On Demand. Supervised experiences of leadership and management under the direction of competent personnel or study of problems in a public school, public school system, or other appropriate agency/institution. Graded on an S/U basis.

ITC 5910. Applications of Digital Technologies (3).On Demand. This capstone course provides students the opportunity to incorporate their knowledge and experiences to date by working individually and in teams to develop, deploy and evaluate applications of digital technologies in educational organizations. In doing so, students will gain practical experience while taking the initiative for independent and authentic learning. Graded on an S/U basis.

ITC 6550. Information Technology Systems in Education (3).On Demand. This course is intended to help senior level school leaders at the district level understand the functional uses of major district-

level information systems technology. These information systems form a data-based foundation for many of the critical decisions that public school districts are required to make as central to district level administration. While the technological backbones of these systems are not a necessary part of the knowledge base for senior level school leaders, understanding how to query these systems, understanding the scope and limitations of these systems, and understanding how to apply information from these systems to the problems and practices of a contemporary 21st century public school district is a critical part of connecting information to systems thinking and strategic decision-making.

Library Science (LIB)

LIB 5010. Collection Development and Management (3).On Demand. This course outlines the concepts, process, practices, policies, and issues related to developing and managing collections to meet user needs in school and public libraries. Intellectual freedom and the basics of copyright law and fair use are also examined.

LIB 5020. Information Sources and Services (3).On Demand. This course examines how patrons locate, evaluate, use, and share information, and what libraries can do to promote and support patron information literacy and fluency. Information needs analysis, search strategies, ethical uses of information, evaluation of reference services, virtual reference services, the reference interview, and cultural influences on issues related to reference services will be explored and examined in this course.

LIB 5030. Organization of Information (3).On Demand. This course examines the skills and knowledge necessary for today's school and public librarians to process and organize all types of media and information formats, including print, non-print, and electronic resources. Descriptive and value-added cataloging, MARC records, Resource Description and Access, virtual libraries, union catalogs, digital information sources and storage devices, automated cataloging systems, folksonomies and social classification, indexing, subject heading lists, classification systems and current organizational practices, and theories and rules are explored and evaluated.

LIB 5040. Strategic Administration of School Media Resources and Services (3).On Demand. Theories of management and leadership are explored and applied in the planning and administration of school library media centers, including access, budgeting, staffing, professional development, facilities design, public relations and community outreach (global and local), policies and procedures, and grant writing.

LIB 5042. Strategic Administration of Library Resources and Services (3).On Demand. Management theory and managerial functions are investigated and applied to the library setting. The history, mission, philosophy and objectives of libraries are explored, and topics including standards and competencies, personnel, facilities, resources, budgeting, public relations, planning, programming, and evaluation are examined.

LIB 5045. Strategic Administration of Public Library Resources and Services (3).On Demand. This course examines the history of public libraries, the changing role, services and mission of the modern public library, and its administrative functions. Funding and budgeting, personnel administration and supervision, facilities design, working with library boards of trustees, library organizational patterns, governance and legal structures, the State Library role, marketing and advocacy, and contemporary issues are among the many topics explored.

LIB 5050. Technology and Libraries: Tools, Resources, and Issues (3).On Demand. This course critically examines tools, resources, and issues related to the use of technology in today's libraries and

school media centers. The impact that technology has on storage, retrieval, user information-seeking behaviors, and social interactions will be explored and discussed in this course.

LIB 5060. Building Connections Through Community and Culture (3).On Demand. In this course, students will explore cultural issues and their relevance to the role of the public librarian and school media specialist in providing library services to the local, regional, national and international community. Elements of culture, such as oral narratives, genealogy, community history, and literature, will be examined through a local and global perspective. In some cases, study abroad experiences will provide opportunities to examine community and cultural issues on an international level.

LIB 5070. Integrating Literature and Media into Instruction (3).On Demand. This course will consider the learning theories and best practices to collaboratively plan and integrate instruction in schools utilizing literature and media. Topics include understanding student developmental levels and diversity, assessment, alignment with standards, instructional design and teaching strategies, resource selection, multiple literacies, and research processes.

LIB 5080. Collaborative Media Program Planning and Evaluation (3).On Demand. Concepts and current practices related to planning, implementing, and evaluating a media program as an integral part of the school.

LIB 5130. Government Publications (3).On Demand. Examination of the nature and scope of federal, state, local and international government publications with primary attention given to publications of the United States; basic reference materials; acquisition and organization of government publications. Prerequisite: LIB 5020.

LIB 5140. Electronic Research (3).F. Explores electronic reference and information sources in all available formats, including CD-ROM, DVD, and Internet databases available in schools and public libraries. Search engines, lesson plans, subject guides, online reference resources and web pathfinders are all explored through hands-on computer experience.

LIB 5150. Library Services to Youth (3).On Demand. This course presents the organizational structures found in public and other types of libraries to provide services to children and young adults, including the why, how, and by whom such services are provided. Emphasis is placed on the management responsibilities for assuring quality service to these clientele.

LIB 5155. Mystery Genre (3).F;S. In this course, the broad range of subgenres within mystery and detective fiction and non-fiction, from ghost stories and seasonal folklore, to true crime including children's picture books through classic and popular adult works is explored.

LIB 5160. Critical Evaluation of Library Media for Young Adults (3).On Demand. Focusing on materials for the adolescent, students investigate the full range of print and non-print media from perspectives of criticism, bibliographic access, and utilization in public library, school library and classroom settings. To stimulate both instructional and recreational use of media by adolescents, library media programs and services are surveyed and demonstrated.

LIB 5165. Literature and Media for Children and Youth (3).On Demand. A survey of literature and media from birth through young adult including genres, determining reading levels, and performing readers' advisory for youth.

LIB 5170. Storytelling (3).On Demand. An introduction to storytelling programs; experience in selecting, adapting, and presenting materials from the oral tradition and modern literary sources. Emphasis will be placed on the study of folklore and its adaptations for children.

LIB 5180. Multicultural Literature for Youth (3).On Demand. To introduce the nature of cultural pluralism and prejudice in American Society and to identify its elements in the literature and media for children. Media for children which best exemplifies each ethnic group will be discussed. Criteria for the evaluation of multicultural content in media will be presented. Ways in which to introduce multicultural content in library programs for children will also be examined.

LIB 5190. Critical Evaluation of Library Media for Children (3).On Demand. Focusing on materials for children, students investigate the full range of print and non-print media from perspectives of criticism, bibliographic access, and utilization in public library, school library and classroom settings. To stimulate both instructional and recreational use of media by children, library media programs and services are surveyed and demonstrated.

LIB 5195. Critical Issues in Literature and Media (3).On Demand. Through readings, discussions, guest speakers and written assignments, students will become familiar with and formulate positions on the most critical issues of the children and youth literature field including national and international issues, ethnic and diversity issues, peace and social justice issues, new digital formats, age appropriateness, professional associations and awards, needs of children vs. needs of publishers, and determination of quality in fiction and nonfiction. Prerequisite: an undergraduate or graduate level course in children or young adult literature.

LIB 5200. History of Books and Libraries (3).On Demand. Survey of the development and forms of books and libraries from ancient times to the present.

LIB 5210. Information Technologies in Libraries (3).On Demand. An investigation of the recently emerged technologies and methods which have greatly changed the processes of acquisition and dissemination of information in libraries. Various technologies will be studied which include telecommunications, telefacsimile, cable, satellite, videotext, and microcomputers. Prerequisites: LIB 5020, LIB 5050, or permission of the instructor.

LIB 5220. Introduction to Information Science (3). On Demand. Survey of developments, basic concepts, and methodologies. Emphasis is on the basic theories and the structure and dynamics of information flow, the structure of literature and documents. Tools and techniques for organization of information will be studied. The relationship of information science to librarianship and other disciplines will be examined. Prerequisites: LIB 5020, LIB 5030, LIB 5050.

LIB 5230. Information Storage and Retrieval in Libraries (3).On Demand. Presents concepts and theories of information storage and retrieval in the design, implementation, and evaluation of information systems. Various techniques of information processing in libraries and information centers are discussed. In-depth treatment of indexing languages and subject analysis. Prerequisites: LIB 5020, LIB 5030, LIB 5050, or permission of the instructor.

LIB 5260. Online Searching Through Telecommunications (2).On Demand. Introduction to accessing and searching electronic data bases. Search strategies and commands are discussed and practiced through classroom instructional programs such as Dialog. Coverage includes the different types of files and sources available.

LIB 5270. Instructional Role of the School Library-Media Specialist (3).F. This course combines theory and practice in exploring the many facets of the instructional role which can be and is played by the school library-media specialist in the teaching and learning process.

LIB 5300. Readers' Advisory (3).On Demand. This course will provide a survey of literature and

media for adults. The course will include discussion of readers' advisory tools and strategies and the promotion of the use of library resources.

LIB 5310. Public Library Programming and Outreach (3).On Demand. This course will focus on assessing community needs and determining how to best meet those needs through in-house programming, outreach efforts, and community collaborations. The course will also address planning, implementation, and evaluation of public library programs as well as how to fund and market these initiatives.

LIB 5400. Seminar (3).S.

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

LIB 5525. Product of Learning (1-3).On Demand. Graded on an S/U basis.

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

LIB 5900. Internship/Practicum (1-6).F;S. Planned and supervised observation and practice in an approved library or other information service agency. A 45-hour field experience for each semester hour of credit to be earned will be planned by the student in conjunction with the supervising librarian and the university supervisor. Placement is made only with advice and approval of the advisor. Graded on an S/U basis.

LIB 5910. Applications of Librarianship Standards (1-6).On Demand. This course provides field-based experiences related to applications of librarianship standards. Graded on an S/U basis.

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

LIB 5999. Thesis (2-4).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

LIB 6000. School Library-Media Center Issues and Trends Seminar (1-3).On Demand. A seminar which treats contemporary issues and trends relative to organization, procedures, program, personnel, interlibrary relationships, information access, finance, and newer technologies impinging upon school library-media centers.

LIB 6020. Advanced Reference: Sources and Services (3).On Demand. An advanced course designed to explore the various aspects of contemporary reference services provided by information professionals. Includes a survey of manual and computer reference sources and issues related to reference services. Some practical reference experience provided in a public or an academic library setting.

LIB 6100. District/Regional School Media Supervision (3).On Demand. An exploration of the role of school library-media supervision at the district and regional level and the various functions performed by school library-media supervisors.

LIB 6500. Independent Study (1-4).F;S.

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

LIB 6900. Internship/Practicum in Library Science (3-6).F;S. Planned and supervised practice and supervisory level projects in an approved district level media center office and/or at a state level regional service center. The professional projects and schedule will be planned in conjunction with the cooperating supervisor and the university supervisor. Placement is made only with the advice and approval of the student's advisor. Graded on an S/U basis. The course can be repeated for credit.

Leadership in School Administration (LSA)

LSA 5010. Public School Administration (3).On Demand. An introductory study of basic structure, organization, and philosophical theories and administration of public schools of the U.S.

LSA 5030. The Principalship (3).F;S. The purpose of this course is to help students develop a conceptual framework for the leadership role and functions of the principalship. Leadership theory, principles and practice applicable to the organizational components of schools will be emphasized. Research on leadership and the processes of leading change will be analyzed.

LSA 5400. Developing and Managing Resources in Schools (3).F;S. This course is designed to prepare entry-level school leaders and executives to provide the necessary leadership in key areas of resources management, including the management of dollars (fiscal), space (building operations), people (personnel management), community resources (engagement) and time. All candidates will be expected to engage in significant electronic exploration, solving various problems in managing resources and sharing their solutions with other candidates.

LSA 5500. Independent Study (1-4).On Demand. Subject matter may vary depending on student interest and need. A student may enroll more than once provided the content does not duplicate that of the previous course.

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

LSA 5585. Teacher Leadership and School Improvement (3).F;S. This course is designed to help teachers develop an understanding of and skill in assuming leadership roles and responsibilities in their schools. Those aspects of school leadership seen as most appropriate and potentially beneficial for teacher involvement will be emphasized. Particular attention is paid to the relationships among teacher leadership, school improvement, and site- based accountability. Students will have the opportunity to acquire knowledge and skills and formulate their own approaches through both university-based classroom and site-based clinical activities. Activities such as participant- observations, shadow-studies classroom-action research, problem-based learning, case studies, survey research, and qualitative research studies can be included. Students will be expected to present tangible evidence that represents, authentically, their professional growth. (Same as CI 5585.)

LSA 5600. School Law (3).F. A study of the fundamental principles underlying the relationship of the state to education and the laws which are applicable to practical problems of school organization and administration.

LSA 5650. Ethical and Humane Dimensions of Educational Leadership (3).F;S. This course addresses the broad range of humane and ethical issues, perspectives, and obligations (legal, moral, and

aspirational) that collectively relate to individual and organizational purposes. Students will consider aims and values that should guide such things as academic mission and objectives, educational policies and practices, school culture, and human relations and supervision; all related to ethical dimensions of leadership. Students are expected to think critically about a broad and difficult range of issues and dilemmas, requiring the use and development of effective analytical skills, dialog, and processes.

LSA 5800. Critical Inquiry and Thought in Educational Leadership (3).On Demand. This course is designed as a culminating course for the Master of School Administration program. The course examines current issues and problems that impact school administration. Emphasis is focused on administrative tasks, roles, and functions of educational leaders in schools. The course includes an in-depth review of contemporary trends that change or influence educational administration and governance.

LSA 5820. Theory and Development in Educational Organizations (3).On Demand. The purpose of this course is to inform students in educational leadership of the nature of organizations and ways in which educational organizations maintain themselves. During the course, it will be emphasized that organizational theory and development are eventually about how people grow and develop relationships. The course is designed to bring educational leadership and organizational thinking into a common framework. Students will have the opportunity to examine their own assumptions about organizations, to engage in the study of organizational culture, and to study how organizations form as they do.

LSA 5850. Politics and Public Policy Analysis for Educational Leadership (3).On Demand. Designed to give students a comprehensive view of the transformation of educational problems into policy and the bureaucratic duties of public education administrators. Equip educational leaders with knowledge of policy theory, development, implementation and analysis necessary in the management of public educational institutions and agencies.

LSA 5900. School Administration and Supervision Internship/Practicum (3-6).F;S. This course is designed to provide students with supervised experiences of leadership and management or a supervised project-based learning experience in a school setting under the direction of competent personnel. Graded on an S/U basis.

LSA 5910. Building-Level Action Research Leadership Evidences (3).On Demand. This course requires completion of supervised site-based research projects resulting in evidences emanating from national and state executive leadership standards. Intensive research is conducted relative to building-level leadership and supporting specific topics addressing current issues of building-level leadership practice through specific experiences, readings and seminar participation.

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

LSA 5999. Thesis (3-6).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

LSA 6020. Organization and Systems Theory for District Leaders (3).On Demand. This course integrates research in organization and systems theory with the goal of developing an essential understanding of how and why groups organize for educational purposes. Specific traditional and cutting edge organizational theories and frameworks are explored with respect to leading change resulting in healthy, sustainable education organizations. Specific district level organizational analysis

projects and case studies are fundamental aspects of the course.

LSA 6030. School District Leadership (3).On Demand. This course is designed to review the major aspects of public school leadership. Candidates will be expected to review best practice as identified by literature of the discipline, while maintaining a practitioner's perspective. Students will be expected to build upon previous coursework and experience in school administration as well as current research in acquiring an understanding of the various positions of district level leadership in our public schools.

LSA 6080. District Leadership: Data-Informed Strategic Planning (3).On Demand. This course provides prospective school district executive high-level working knowledge of data systems—their structure, use, and analysis. The course provides content designed for district-level leaders of teams charged with developing and interpreting education data for school district executive decision-making. The course is presented in three modules: (1) Evaluating the Quality of Tests, Assessments and Other Measurement Data, (2) Databases and Data Warehousing (How to build a database or data warehouse and how to use it), and (3) A Look to the Future: Learning Analytics (How to make sense out of large sets of data).

LSA 6180. School Finance (3).F. A study of the principles which contribute to an understanding of public school finance. Emphasis is placed on budget making, fiscal management, and business operations.

LSA 6190. Developing and Managing District Resources (3).On Demand. This course provides an opportunity for students to reflect critically on resource development and management. Emphasis is given to problems of practice, while considering the roles school personnel play within the operation of a school district. Students will learn about the human and managerial complexities related to the development and management of resources necessary for promoting effective educational organizations. The course will develop district office administrators, who are able to acquire the knowledge and develop the capacity to create high performing human relations (HR) teams, as well as to understand the HR function and its roles in organizational and individual development. Candidates will learn to apply theory to authentic problems and practices in school districts through research--based solutions. The course will employ a variety of pedagogical strategies including lectures, guest lectures from practicing administrators, individual and group assignments, various forms of Educational technology, case studies, simulations, authentic assessment, and class discussions.

LSA 6250. School District Organizational Communications (3).On Demand. This course explores the topic of organizational communications by examining the different models and metaphors through which scholars and practitioners have attempted to understand organizations, from the mechanistic perspective of "scientific management" to the organizational view of systems theory. This course explores the implications of these models in terms of what they imply about the nature of human behavior and motivation, the role or function of organizations within society, and the role of communication within organizations.

LSA 6300. Human Resources Organization and Development (3).On Demand. This course is designed to help senior level school leaders and administrators at the district office level develop knowledge and capacity to create high performing Human Relations (HR) teams. The focus of the course is on the HR function and its roles in organizational and individual development. Particular emphasis is given to the theory and application of knowledge to authentic problems and practices in school districts through research-based solutions to organizational and individual development issues.

LSA 6400. Leading Change in Education (3).On Demand. This 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 faces the dynamics of changing educational settings. The course provides both conceptual and practical models for managing the change process. A primary focus is placed on educational and instructional leadership.

LSA 6491. Educational Facilities (3).S. Planning the modern school plant, design and nature of functional educational facilities, personnel involvement, maintenance, determining the needs of the community, factors in the selection of sites, architectural and contractual services.

LSA 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.

LSA 6530-6549. Selected Topics (1-4).On Demand. Topics considered may include the following: Seminar in Educational Leadership; and Seminar in College Administration, etc.

LSA 6600. Seminar in Legal Problems (3).S. Current legal issues and problems related to organization and administration of public and private educational institutions. (Same as HE 6600.)

LSA 6700. Policy Analysis in Educational Leadership (3).On Demand. This course is a comprehensive analysis of policy theory, which explores the factors that influence policy formation and change, the role of policy in the solution of problems, the creation of organizational vision, the development of accountability, and the resolution of conflict. The course is designed to help prepare senior level school leaders to recognize complex policy issues, to design policy and create effective problem-solving policy, and to integrate that policy into strategic planning and organizational effectiveness.

LSA 6900. School Administration and Supervision Internship/Field Study (2-8).F;S. Supervised experiences of leadership and management under the direction of competent personnel, or study of problems in public schools, public school systems, or other appropriate agencies. Graded on an S/U basis for Ed.S. degree students.

LSA 6910. District-Level Action Research Leadership Evidences (3).On Demand. This course requires completion of supervised site-based research projects resulting in evidences emanating from national and state executive leadership standards. Intensive research is conducted relative to district-level leadership and supporting specific topics addressing current issues of district-level leadership practice through specific experiences, readings and seminar participation.

LSA 6999. Education Specialist Thesis (2-4).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

Research (RES)

RES 5000. Research Methods (3).F;S. The primary purpose of this course is to enable practitioners to read, interpret, and conduct research aimed at improving their practice in their professions. The course includes a study of research methods, encompassing those used in action research, experimental, non-experimental, and qualitative research, evaluation, and policy analysis designs.

RES 5040. Teacher as Researcher (3).F;S. This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased

understanding of the issues, both theoretical and practical, that arise in the course of conducting research. (Same as CI 5040/RE 5040/SPE 5040.)

RES 5060. Qualitative Research Traditions (3).On Demand. This course reviews the foundations of qualitative design, investigating the history, philosophy and nature of qualitative research. Examples of different types of qualitative research in the social sciences will be discussed. Learners will read and evaluate reports of qualitative research and identify methodological issues. Learners will also be introduced to qualitative methods through informal fieldwork.

RES 5070. School-Based Evaluation and School Improvement Planning (3).F;S. This course is designed to equip the local school administrator with the tools necessary for designing and carrying-out school-based evaluation and for designing and implementing a school-improvement plan based on evaluation data. Students examine a variety of evaluation models, define school-improvement goals and objectives amenable to empirical data collection, select appropriate evaluation methodologies and data-analytic procedures, and develop an overall evaluation design and school-improvement plan based on real or simulated school- and district-based information.

RES 5080. Data-Driven School Leadership (3).F;S. Prospective school executives will have the opportunity to gain skills in using a variety of data sources to inform their decision-making processes. These skills include using Excel and other statistical programs available, freely, on the web to analyze data; analyzing and interpreting a variety of sources of school-related data; interpreting standardized tests, and classroom assessments; constructing useful survey and opinion instruments; and testing empirical hypothesis related to school and teacher effectiveness.

RES 5500. Independent Study (1-4).On Demand. Subject matter may vary depending on student interest and need. A student may enroll more than once provided the content does not duplicate that of the previous course.

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

RES 5560. Classroom Assessment (3).F;S. This course is a survey of key measurement and assessment concepts needed by classroom teachers. It focuses on developing and using classroom assessments, including informal observations, that are linked to instructional objectives and classroom practices, and on the interpretation of state-mandated, formal assessments. Traditional forms of assessment along with newer forms of assessment, including performance and portfolio assessments, are emphasized. Each student will be required to complete an action research project related to classroom assessment practices.

RES 5600. Educational Statistics (3).F;S. A study of descriptive statistics, correlational techniques, and simple regression as applied to practice and research in education and counseling. Instruction in and extensive use of SPSS statistical package included. [Dual-listed with RES 4600.]

RES 6000. Advanced Research Methods, Design and Application (3).F;S. This course provides advanced guided study in the foundations for and practice of research methods in the social and behavioral sciences. Emphasis will be on students becoming both critical consumers of educational and human services research literature and practitioners capable of conducting research. The course will assist in developing and strengthening students' capacity for and professional application of research in assessment, accountability and data-informed decision-making. The course also prepares students to

design research that may be required for advanced graduate degrees.



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Department of Management, Walker College of Business

Graduate Courses in Management (MGT)

management.appstate.edu

Jacqueline Bergman, Department Chair

Management (MGT)

MGT 5040. Employment Law/(3).F. An examination of regulation of employment relationships in statutory (state and federal), common, and administrative law. Topics will include regulation of hiring, compensation and benefits, termination, and workplace safety. Laws emphasized will include Title 7 of Civil Rights Act, Worker Compensation, Fair Labor Standards Act, and the Occupational Safety and Health Act.

MGT 5065. Organizational Development/(3).On Demand. A study of the process by which behavioral science knowledge and practices are used to help organizations achieve greater effectiveness. Emphasis on nature, history, assumptions, strategies and models, intervention techniques, and ramifications of organizing development. (Same as PSY 5065.)

MGT 5150. Behavioral Applications in Business/(3).On Demand. This course aims to give the student practice in applying concepts and techniques useful in solving managerial, organizational and human behavior problems. It will highlight current research and theoretical background in social sciences oriented to the solutions of business problems. Prerequisite: graduate standing.

MGT 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).On Demand. An examination of the requisites associated with successful development and implementation of innovative strategies and new ventures in both entrepreneurial and intreprenurial environments. Among the factors to be considered are the feasibility, operational planning, funding, initiation, and follow-through of innovative ventures. Prerequisites: admission to the MBA Program; CIS 5280; FIN 5020.

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

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

MGT 5570. Compensation (3).F. 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. [Dual-listed with MGT 4570.]

MGT 5620. Managing the Global Workforce/(3).On Demand. Focuses on the impact of global competition and multinational status of an organization on the management of human assets. Topics include organizational context; global expansion and HR planning; international recruitment, selection, and repatriation; compensation of expatriates; performance management; and HR issues in international joint ventures and alliances.

MGT 5630. Labor Relations (3).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. [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).On Demand. A study of the roles, functions, and skills of human resource development professionals. Consideration given to such topics as the philosophy and psychology of HRD, the design and implementation of training and development programs, and the major program areas and organizational settings for HRD. (Same as PSY 5671.)

MGT 5672. Advanced Organizational Psychology/(3).On Demand. 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 (Intro to Organizational Behavior) or MGT 3010 (Survey of Management). [Dual-listed with MGT 4700.]

MGT 5730. Small Business Institute/(3).On Demand. The Small Business Institute provides graduate students an opportunity to act in a consulting capacity; under faculty supervision, in an operating small business. The purpose is to provide an experiential learning opportunity generally not available in the classroom. Each student is assigned to a business and is responsible for determining the source of the problem being addressed, proposing alternative solutions, and estimating the costs and benefits associated with implementing the proposed solutions. Prerequisites: acceptance into the MBA Program or graduate standing and permission of the instructor.

MGT 5770. Business Ethics (3).F;S. A study of the economic, political, social and legal environments within which business processes take place and how such environments affect the decisions that businesses and managers make. [Dual-listed with MGT 4770.]

MGT 5900. Internship/(6).SS. A full-time work experience for a minimum of ten weeks in a setting expected to provide meaningful and challenging exposure to issues of human resource management. Prerequisites: admission to candidacy in the interdisciplinary masters program in Industrial-Organizational Psychology and Human Resource Management, and permission of the internship coordinator. Graded on an S/U basis.

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



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Department of Marketing, Walker College of Business

Graduate Courses in Marketing (MKT)

www.marketing.appstate.edu

Unal Boya, Department Chair

MKT 5045. Marketing Research and Information Systems/(3).On Demand. An examination of the techniques and procedures involved in the collection, processing, analysis and organization of marketing information both in the U.S. and abroad. Emphasis is placed on how information is stored, disseminated, and used in order that the firm can formulate marketing strategies and develop marketing plans. An ethical perspective will be stressed. Prerequisites: admission to the MBA Program in the Walker College of Business; MBA 5420; CIS 5280; FIN 5020.

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

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

MKT 5550. International Marketing/(3).On Demand. An analysis of cultural, legal, political, and economic factors affecting marketing in world markets. Emphasis is placed upon the differences in life styles, beliefs, attitudes, behaviors, and their influence upon the marketing decisions of the foreign firm. Prerequisite: MKT 3050 (Principles of Marketing) with a minimum grade of "C" (2.0).

MKT 5610. Consumer Behavior/(3).On Demand. An examination of the psychological, sociological, and economic theories of buyer behavior. This is followed by analysis of the major current and classical empirical research studies designed to test the different theories of buyer behavior. Prerequisite: MKT 3050 (Principles of Marketing) with a minimum grade of "C" (2.0).

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

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Department of Mathematical Sciences, College of Arts and Sciences

Graduate Courses in Mathematics (MAT) and Statistics (STT)

www.mathsci.appstate.edu

Mark Ginn, Department Chair

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).On Demand. A study of intermediate group theory, including group actions and the Sylow theorems; and ring theory, including polynomial rings, factorizations in principal ideal domains, and modules. Prerequisite: MAT 3110 (Introduction to Modern Algebra) or permission of the instructor. [Dual-listed with MAT 4720.]

MAT 5220. Abstract Algebra II (3).On Demand. A study of some advanced topics from abstract algebra, including splitting fields, finite fields, geometric constructions, and Galois theory. Prerequisite: MAT 5210 or permission of the instructor.

MAT 5230. Linear Algebra (3).F. A study of finite dimensional vector spaces. Among the topics covered are matrices, linear transformations, change of basis, eigenvalues, canonical forms, quadratic forms and quasi-inverses. Prerequisite: MAT 2240 (Linear Algebra) or MAT 3110 (Modern Algebra).

MAT 5310. Numerical Analysis with Computer Applications (3).On Demand. A study of methods of solving systems of linear and non-linear equations, differential equations and numerical integrations with emphasis on convergence properties and error analysis. Prerequisites: MAT 3220 (Introduction to Real Analysis I), and CS 1440 (Computer Science I). Corequisite: MAT 5610. (Same as CS 5310.)

MAT 5330. Mathematical Models (3).S.Odd-numbered years. A problems oriented course. The student uses mathematics to model a number of different situations. Among the tools used will be

statistics, linear programming, differential equations, and computer simulation. Prerequisites: CS 1440 (Computer Science I) and background in at least two of the utilized tools.

MAT 5340. Introduction to Operations Research (3).On Demand. A thorough study of linear programming including duality theory and sensitivity analysis. At least two other topics related to mathematical applications in the management sciences queuing theory, Markov processes, game theory, decision analysis, network analysis, etc. will be covered. Prerequisites: MAT 2240 (Linear Algebra) and either STT 3850 (Statistical Data Analysis) or STT 4250 (Probability Modeling with Applications). [Dual-listed with MAT 4340.]

MAT 5390. Numerical Linear Algebra (3).S.On Demand. Methods for solving systems of linear equations with an emphasis on large, sparse systems. LU factorization including storage schemes, graph theory, ordering algorithms, and block factorization. Iterative methods including Jacobi, SOR, and conjugate gradient. Eigenvalue methods including power method, QR factorization, and Lanczos methods. Parallel matrix computations. Prerequisite: MAT 4310 (Numerical Methods). [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 5420, Teaching Apprenticeship.

MAT 5420. Teaching Apprenticeship (1).F;S. This course provides a supervised experience in college teaching through direct participation in a classroom situation. Each student will work closely with a faculty mentor teaching an undergraduate course and will be actively engaged in the development of activities and assignments. Students will share their experiences in the corequisite seminar. This course may be repeated for a total credit of three semester hours. Corequisite: MAT 5415, Seminar in the Pedagogy of Mathematics.

MAT 5500. Independent Study (1-3).F;S. Prerequisite: 12 hours of graduate mathematics.

MAT 5520. Capstone Project in Secondary Education (1-2).On Demand. A curriculum/action research project will be chosen, formulated, and implemented by the student under the guidance of a faculty member. This project should use knowledge gained in the secondary mathematics graduate program and apply it in the secondary classroom. A final written paper and presentation are required. MAT 5520 must be taken for a total credit of two semester hours. Graded on an S/U basis. Prerequisite: MAT 5910.

MAT 5525. Product of Learning (1-3).F;S.On Demand. Graded on an S/U basis.

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

MAT 5590. Advanced Topics in Differential Equations (3).S. Development and application of advanced topics in differential equations. Topics may include foundational theories of differential equations, partial differential equations, perturbation theory, calculus of variations, distribution theory, transform theory, or other advanced topics. Prerequisite: MAT 3130 (Introduction to Differential Equations). Barring duplication of content, MAT 5590 may be repeated for a total credit of six semester hours. [Dual-listed with MAT 4590.]

MAT 5600. Directed Research in Mathematical Sciences (1-3).On Demand. A research project will be chosen, formulated, and executed by the student under the guidance of a faculty member. The

project may investigate a mathematical sciences or a mathematics pedagogy topic. A final written report and presentation are required. MAT 5600 must be taken for a total credit of three semester hours. Graded on an S/U basis.

MAT 5610. Analysis I (3).S. A rigorous treatment of topology of the real numbers, continuity, differentiation, and sequences and series of functions. Prerequisite: MAT 3220 (Introduction to Real Analysis I) or permission of the instructor.

MAT 5620. Analysis II (3).F. A continuation of MAT 5610, including a rigorous development of the Riemann-Stieltjes integral, functions of several variables, and Lebesgue theory. Prerequisite: MAT 5610 or permission of the instructor.

MAT 5710. Introduction to Topology (3).On Demand. A study of the basic concepts of general topological spaces including such topics as metric spaces, continuous functions, connectedness, product spaces, and compactness. Prerequisite: MAT 3220 (Introduction to Real Analysis I). [Dual-listed with MAT 4710.]

MAT 5720. Topology (3).On Demand. A study of topology to include such topics as general product spaces, complete metric spaces, compactifications, embedding, metrization theorems, and quotient spaces. Prerequisite: MAT 5710.

MAT 5910. Investigation in the Teaching of Mathematics (2).SS. An examination of recent research and experimental programs in the teaching of secondary school mathematics. Students are encouraged to write experimental designs for potential research problems. Prerequisite: undergraduate mathematics major or permission of the instructor.

MAT 5920. Linear Algebra for Teachers (4).SS.Odd-numbered years. Elementary concepts of linear algebra extending to a rigorous level of algebraic proof are studied. Prerequisite: undergraduate major in mathematics.

MAT 5923. Geometry & Spatial Visualization: K-5 Assessment (3).F;S. Formative and summative assessment strategies of students' geometric thinking in elementary grades; concept development of 2- and 3-dimensional geometry. Attention also given to diagnosis of student errors. Does not count for the Master of Arts in Mathematics. Prerequisite: CI 5922. (Same as CI 5923.)

MAT 5924. Algebraic Reasoning: K-5 Discourse & Questioning (3).F;S. Focus on the early algebra concepts of functional thinking and generalized arithmetic in relationship to pedagogical practices centered on questioning in the mathematics classroom. Does not count for the Master of Arts in Mathematics. Prerequisite: CI 5922. (Same as CI 5924.)

MAT 5925. Data Analysis and Measurement: K-5 Classroom Interactions (3).F;S. Focus on statistical literacy of elementary teachers and the teaching of data analysis and measurement to K-5 students; attention is also given to learning methods which facilitate appropriate classroom interactions. Does not count for the Master of Arts in Mathematics. Prerequisite: CI 5922. (Same as CI 5925.)

MAT 5930. Analysis for Teachers (4).SS.Even-numbered years. This course is a rigorous study of elementary calculus extending to a treatment of fundamental concepts of analysis involving functions of a real variable. Prerequisite: undergraduate major in mathematics.

MAT 5935. Basic Concepts of Probability and Statistics (3).On Demand. This course examines the concepts underlying the elementary and middle school curriculum in probability and statistics. Probability models will be studied using both mathematical approaches and simulations. Statistics will

be presented as a problem solving process involving question formulation, data collection, data analysis and the interpretation of results. Prerequisite: MAT 3910 (Intro to the Logic and Structure of Mathematics I) or MAT 3920 (Intro to the Logic and Structure of Mathematics II) or permission of the instructor. [Dual-listed with MAT 4930.]

MAT 5941. Technology for Secondary School Mathematics (3).On Demand. The use of current computer and calculator technology in various mathematics content areas will be studied. Technology use in these areas will involve problem solving, exploring patterns, experimentation, conjecturing and generalization of findings. Appropriate use of technology will be stressed. Prerequisite: undergraduate major in mathematics, or permission of the instructor.

MAT 5950. Mathematical Modeling-Analytical Models (2).On Demand. This course is an introduction to the mathematical modeling of phenomena from business and science with an emphasis on analytical models. Topics to be covered include the modeling process, modeling using functions and differential equations, linear programming, optimization, population growth, discrete versus continuous models. The course will be project-based, with both team and individual written and oral presentations an integral part of the grading scheme. Prerequisites: knowledge of college algebra, calculus and linear algebra.

MAT 5951. Mathematical Modeling-Empirical Models (2).On Demand. This course is an introduction to the mathematical modeling of phenomena from business and science with an emphasis on empirical and stochastic models. Topics covered in this course include the modeling process, modeling using data, regression, curve fitting, probability and simulation, population growth, Markov chains. The course will be project-based, with both team and individual written and oral presentations as an integral part of the grading scheme. Prerequisites: knowledge of college algebra, calculus and linear algebra.

MAT 5952. Problem Solving (3).On Demand. Problem solving is the focus of this course. There is an emphasis on building new mathematical knowledge through work with problems and applying a wide variety of strategies to solve problems and adapt the strategies to new situations. Problems may be drawn from algebra, geometry, number theory, calculus, probability and statistics. Prerequisites: knowledge in all the areas from which the problems will be drawn.

MAT 5961. Foundations of Geometry (3).SS. A treatment of projective geometry including both the synthetic and the analytic approach. Also to be considered is a study of the relation of Euclidean, affine and hyperbolic geometries to projective geometry. Prerequisites: MAT 2240 (Linear Algebra) and MAT 3610 (Geometry).

MAT 5965. Informal Geometry (3).F. An informal treatment of all aspects of geometry. The topics considered include congruence, measure of segments and angles, constructions, parallels and parallelograms, similarity, space geometry, areas and volumes, and measurements related to circles. Prerequisite: MAT 3910 (Intro to the Logic and Structure of Mathematics I) or MAT 3920 (Intro to the Logic and Structure of Mathematics II) 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 or permission of the instructor.

MAT 5971. Number Systems and Algebra for Middle Grades Teachers (3).On Demand. Designed

primarily for teachers of mathematics at Grades 6-8, this course is a deep and connected study of number and operations, and of algebra, including rational numbers, proportional reasoning, and linear relations. Emphasis will be on rich tasks using representational tools and models to explore mathematical relationships. Problem solving, reasoning and proof, and mathematical communication will also be emphasized. Does not count for the Master of Arts in Mathematics. Prerequisite: enrollment in the Master of Arts in Middle Grades Education program, or permission of the instructor.

MAT 5972. Geometry and Measurement for Middle Grades Teachers (3).On Demand. Designed primarily for teachers of mathematics at Grades 6-8, this course is a deep and connected study of geometry and measurement, including the van Hiele model of geometric learning; shape, size, and symmetry; perimeter, area, surface area, and volume; classical and transformational geometry; the golden ratio, tessellations, and spherical geometry. Emphasis will be on rich tasks using representational tools and models to explore mathematical relationships. Problem solving, reasoning and proof, and mathematical communication will also be emphasized. Does not count for the Master of Arts in Mathematics. Prerequisite: enrollment in the Master of Arts in Middle Grades Education program, or permission of the instructor.

MAT 5973. Data Analysis and Probability for Middle Grades Teachers (3).On Demand. Designed primarily for teachers of mathematics at Grades 6-8, this course is a deep and connected study of data analysis and probability, including data collection, organization, and display; measures of spread and center; inferences and predictions based on data; and basic concepts of probability. Emphasis will be on rich tasks using representational tools and models to explore mathematical relationships. Problem solving, reasoning and proof, and mathematical communication will also be emphasized. Does not count for the Master of Arts in Mathematics. Prerequisite: enrollment in the Master of Arts in Middle Grades Education program, or permission of the instructor.

MAT 5980. Special Topics in Mathematics Education (1-3).F;S. A flexible program of reading, study, planning, and writing designed to meet the needs of individual teachers or groups of teachers in the field of secondary school mathematics. Prerequisite: Undergraduate major in mathematics and recommendation of graduate advisor. May be taken up to a total of fifteen semester hours.

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

MAT 5999. Thesis (1-6).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

Statistics (STT)

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

STT 5811. Statistical Concepts and Applications I (3).F. This course introduces students at the post-calculus level to statistical concepts, applications, and theory. Topics include: comparisons with categorical and numerical data, statistical significance, sampling and sampling distributions, and randomized experiments. Statistical concepts will be developed through simulations, and applications will focus on statistical problem-solving. The course will introduce prospective college teachers to the content and pedagogy recommended in the American Statistical Association's Guidelines with regard to statistics and probability at the introductory level. Prerequisite: MAT 1120 (Calculus with Analytic Geometry II). [Dual-listed with STT 4811.]

STT 5812. Statistical Concepts and Applications II with Probability Modeling (3).S. This course is a continuation of STT 5811. Topics include: exploring and modeling relationships, comparing several populations, combinatorial analysis, axiomatic probability, and conditional probability. Statistical concepts will be developed through simulations, and applications will focus on statistical problem-solving. The mathematical foundations of probability will be developed and explored through simulations. The course will prepare prospective college teachers to implement the American Statistical Association's Guidelines with regard to statistics and probability at an intermediate level. Prerequisite: STT 5811. [Dual-listed with STT 4812.]

STT 5820. Design and Analysis of Experiments (3).On Demand. 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 I), or permission of the instructor. [Dual-listed with STT 4820.]

STT 5830. Linear Regression Models (3).F. An introduction to least squares estimation in simple and multiple regression models. The matrix approach is used in the more general multiple regression model. Considerable attention is given to the analysis of variance, aptness of the model tests, residual analysis, the effects of multicollinearity, and variable selection procedures. Prerequisites: MAT 2240 (Intro to Linear Algebra) and STT 3830 (Statistical Methods II) or equivalent. [Dual-listed with STT 4830.]

STT 5860. Probability Models and Statistical Inference I (3).F. A development of the mathematical foundations of probability and statistical inference. Topics include data collection and organization, counting techniques, axiomatic probability, discrete probability distributions, continuous probability distributions, sampling distributions, point and interval estimation, and tests of hypotheses on a single parameter. Prerequisite: MAT 2130 (Calculus with Analytic Geometry III).

STT 5865. Statistical Inference II (3).S. A continuation in the development of the mathematical foundations of statistical inference. Topics include estimation and tests of hypotheses based on two samples, analysis of variance, simple linear regression and correlation, the analysis of categorical data, and distribution-free procedures. Prerequisite: STT 5860.

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Mariam Cannon Hayes School of Music

Graduate Courses in Applied Music (AMU) and Music (MUS)

www.music.appstate.edu

William Peltó, Dean

Applied Music (AMU)

AMU 6001-6025. Applied Music (Secondary) (1-1).F;S. One 30-minute individual lesson and six practice hours per week. Additional fee (Summer Term).

AMU 6001-6025. 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 (Summer Term).

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. Research in Music Education (3).S. The organization and reporting of research in music education, including classroom/performance field-based data collection and analysis, is studied. Prerequisite: MUS 5007.

MUS 5013. History of Musical Style (3).S. A study of the tendencies of musical style within the major periods of western music history, with emphasis placed on the development of important genres. Consideration is given to geographic location and the social, political, and general cultural history of the time. The styles of representative composers are studied and comparisons are drawn between the arts and across stylistic periods. Lecture three hours.

MUS 5018. Applied Area Literature (1-3).On Demand.A comprehensive, historical survey of music

for the major instrument, with a detailed study of at least one selected solo work representative of the style of each music period. Attention will also be directed to representative ensemble literature and the compilation of a discography and bibliography. May be repeated for a total credit of six semester hours.

MUS 5020. Choral/Vocal Techniques (4).SS.Alternate years. Designed for those who are preparing to become quality teachers of choral/vocal music in grades K-12. Emphasis on the technique of vocal production and its role in the development of choral ensemble performance practices. Examination of the philosophy and pedagogical concepts and techniques leading to an exemplary choral/vocal program.

MUS 5021. Instrumental Techniques (4).SS.Alternate years. Designed for those who are preparing to become quality teachers of instrumental music in grades K-12. Emphasis on the philosophy, pedagogical concepts, and techniques leading to the development of an exemplary instrumental music program.

MUS 5022. Applied Area Pedagogy (3).On Demand. Pedagogical techniques related to the fundamental principles in the major performance area. Emphasis will be placed on historical development, an examination and evaluation of basic concepts, a consideration of style and technique, and research into the various pedagogical approaches to functional efficiency.

MUS 5023. Choral Masterworks (3).SS.Alternate years. A study of representative choral masterworks from the Renaissance to the present. This course is intended for the advanced choral student who has a background in choral conducting. Lecture three hours. Prerequisites: MUS 3020 (Conductiong), MUS 3022 (Choral Conducting Practicum) and MUS 4031 (Choral Literature) or equivalent.

MUS 5024. Concert Band Literature (3).SS.Alternate years. A comprehensive study of the literature for winds and percussion. Analysis, score study, and aural recognition of representative compositions. Lecture three hours.

MUS 5030. Advanced Conducting (3).SS.Alternate years. The critical examination of choral and instrumental scores with emphasis on score analysis, interpretative decision making, and advanced conducting technique. Lecture three hours.

MUS 5035. Clinical Experience in Music (1).SS. An intensive clinical experience in music. Students will join respected 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 Education (3).SS.Alternate years. An examination of current trends, pedagogical practices, and critical issues in music education.

MUS 5041. The Comprehensive Music Curriculum (3).SS.Alternate years. An examination of the philosophy, components, and methodologies of the comprehensive music curriculum.

MUS 5050. Supervision and Collegiate Teaching in Music Therapy (2).On Demand. Exploration of issues in undergraduate preparation of music therapists. Prerequisite: MUS 4901 (Internship in Music Therapy) or equivalent. Students must be enrolled concurrently in MUS 5200 (Music Therapy Laboratory).

MUS 5051. Advanced Topics in Music Therapy (3).On Demand. Investigation and examination of current trends, especially those related to advanced clinical practice in music therapy, including client

assessment through music experiences and innovative treatment methods. Prerequisite: MUS 4901 (Internship in Music Therapy) or equivalent. Students must be enrolled concurrently in MUS 5200 (Music Therapy Laboratory).

MUS 5060. Bonny Method of GIM (3).SS. Through lectures, demonstrations, and supervised experiences as guide and traveler, this training will develop knowledge and skill in the use of the Bonny Method of Guided Imagery and Music (GIM) as a method of self-exploration and a psychotherapeutic process. Prerequisite: a GIM personal session. This course may be repeated with permission of the program director for up to 9 hours of credit towards the MMT. (Note: MUS 5060 requires participation in a 5-day intensive workshop that is conducted off-campus between academic terms and requires payment of workshop fees in addition to tuition.)

MUS 5061. Advanced Clinical Improvisation (3).On Demand. Theory and practice of advanced techniques for clinical music improvisation. Prerequisite: MUS 4060 (Clinical Piano Improvisation) or equivalent. Students must be enrolled concurrently in MUS 5200 (Music Therapy Laboratory).

MUS 5070. Technology for Music Educators (3).SS. A survey of contemporary technology used to compose, arrange, perform, record, and digitally distribute music. Students will gain practical knowledge of the concepts necessary to integrate technology into the general music classroom as well as choral and instrumental rehearsal halls.

MUS 5071. Orff Schulwerk Level I (3).SS. Based on the ideas and teachings of Carl Orff, Level I Orff-Schulwerk coursework provides a means of experiencing and understanding the philosophy and process of this approach to teaching music. Emphasis is placed on cultivation of an understanding of the Orff-Schulwerk philosophy, enhancement of creative and compositional skills, development of music pedagogy and instructional skills appropriate for use with diverse student populations, and creation of a classroom environment facilitating success of all students. Lecture three hours.

MUS 5072. Orchestral Literature (3).SS. A comprehensive study of the literature for orchestra. Analysis, score study, and aural recognition of representative compositions. Lecture three hours.

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 5160. Conducting Seminar/(1). F/S. The Conducting Seminar is a weekly opportunity for the graduate conducting students to share the recordings of their rehearsals, share ideas for improvement, and learn from each other and from the instructor. Students will also present several masterworks in seminar, sharing their approaches to score marking, preparation, study, and analysis. These works may later be performed by the graduate students within various ensembles as deemed appropriate by the faculty. May be repeated for a total credit of four semester hours.

MUS 5170. Professional and Scholarly Practices for Musicians (2).F. Students will be introduced to a variety of skills essential for the performing musician, including introduction to research methods and resources, communication in the lecture-recital/lecture-demonstration format to equip students with the skills of adapting research findings into clear, concise, and comprehensible formats, and entrepreneurship. Lecture two hours.

MUS 5200. Music Therapy Laboratory (0).F;S. Music improvisation-based laboratory designed to provide direct experiences as a participant in a music therapy group. Prerequisite: Bachelor's degree in Music Therapy, or 5 s.h. of MUS 3900 (Music Therapy Practicum). Required of all music therapy

graduate students. Graded on an S/U basis. Laboratory one hour.

MUS 5500. Independent Study in Music (1-4).F;S.

MUS 5525. Product of Learning (2).S. Graded on an S/U basis.

MUS 5530-5549. Selected Topics (1-4).On Demand. Variable content which may be repeated for credit. Topics will include special areas of music theory, music literature and music education.

MUS 5600. Analytical Techniques (3).F. The development of techniques for analysis of music from the Baroque through the Romantic period through counterpoint, melodic structure, harmony, and form. Lecture three hours. Permission of the instructor. [Dual-listed with MUS 4600.]

MUS 5601. The Theory of Tonal Music (3).S.Alternate years. An examination of the theoretical concepts and principles that pertain to the structure of tonal music. The significance of written, aural, and analytical skills development within the music curriculum will be addressed. [Dual-listed with MUS 4601.]

MUS 5900. Advanced Music Therapy Practicum (1-3).On Demand. In-depth clinical experience designed to broaden clinical skills or provide opportunity for application of advanced music therapy methods. Prerequisite: MUS 4901 (Internship in Music Therapy) or equivalent. Students must be enrolled concurrently in MUS 5200, Music Therapy Laboratory.

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

MUS 5996. Creative Project in Music Therapy (1-4).F;S. Execution and scholarly documentation of a research based clinical project. Graded on an S/U basis. Students who complete these hours over the course of more than one term will receive grades of IP until the project has been successfully defended and has received final approval, at which time all IP grades will be changed to S.

MUS 5997. Practicum Experience (2).On Demand. A field-oriented course involving supervised implementation of the pedagogical techniques developed during the course of study. Graded on an S/U basis.

MUS 5998. Master of Music in Performance Recital (1-3).F;S. Graded on an S/U basis. May be repeated for a total credit of three semester hours.

MUS 5999. Thesis (2-4).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

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Department of Nutrition and Health Care Management, College of Health Sciences

Graduate Courses in Nutrition (NUT)

nhm.appstate.edu

Sarah Jordan, Department Chair

NUT 5000. Research Methods in Nutrition and Foods (3).S. Examination of research methodologies in nutritional sciences and food systems, familiarization with the relevant research literature, utilization of statistical techniques, collection and interpretation of data, and preparation of reports. Research proposals will be prepared. Prerequisite: a 3 s.h. graduate statistics course at the level of ES 5592 (Data Analysis in Sport and Exercise Science).

NUT 5205. Maternal and Child Nutrition (3).F. 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: NUT 2202 (Nutrition and Health) or equivalent.

NUT 5210. Nutrition for the Elderly/(3).F. 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.

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

NUT 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.

NUT 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.

NUT 5300. Effective Rural Practice for Health Professionals (3).S. Survey of rural health issues in the United States; simulated practice scenarios involving rural health settings; development of transferable cultural competence skills for successful rural health practice. [Dual-listed with NUT 4300.]

NUT 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 nutrition.

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

NUT 5552. Medical Terminology/Records/(1).S. This course is designed to develop an understanding of the medical terminology and vocabulary utilized in medical records and health professions. Lecture one hour.

NUT 5555. Advanced Nutritional Aspects of Exercise and Sports/(3).On Demand. A study of nutrition specific to physical activity and sport performance. The course utilizes reading, presentation, and discussion of published research on carbohydrate, protein, and fat consumption, digestion, and metabolism to demonstrate the importance of diet in exercise performance. A special concentration on ergogenic aids is provided. (Same as ES 5555.)

NUT 5900. Internship (3-12).F;S. A structured field experience 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. of graduate courses toward degree program and approved proposal. Graded on an S/U basis.

NUT 5901. Research Project (1-4).F;S. Implementation of an approved research proposal: collection and analysis of data, preparation of report(s) and presentation of project. NUT 5901 may be repeated for a total credit of four semester hours. Prerequisite: NUT 5000 and proficiency in statistics. Graded on an S/U basis.

NUT 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. Graded on an S/U basis. NUT 5989 does not count toward a degree.

NUT 5999. Thesis (1-4).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

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Department of Philosophy and Religion, College of Arts and Sciences

Graduate Courses in Philosophy (PHL) and Religious Studies (REL)

www.philrel.appstate.edu

Kevin Schilbrack, Department Chair

Philosophy (PHL)

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

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

PHL 5649. Seminar/(3).F;S. An intensive study of special problems, topics, or issues related to the study of philosophy. The subject matter of this course will vary and barring duplication of subject matter, a student may repeat the course for credit. Prerequisite: one course in philosophy or consent of the instructor. [Dual-listed with PHL 4549.]

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

Religious Studies (REL)

REL 5400. Religion in Appalachia/(3).S. An examination of the origins, history, contemporary practices, and beliefs of the people of the Southern Appalachia region. Attention will be given to religion within the formal structure of the church, within the social structures of mountain life and as a component of individual identity.

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

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

REL 5649. Seminar/(3).F;S. An intensive study of special problems, topics, or issues related to the study of religion. The subject matter of this course will vary and barring duplication of subject matter, a student may repeat the course for credit. Prerequisite: one course in religious studies or consent of the

instructor.

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



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Department of Physics and Astronomy, College of Arts and Sciences

Graduate Courses in Physics (PHY)

www.physics.appstate.edu

Michael Briley, Department Chair

PHY 5002. Applied Physics Literature/(1).F. An introduction to technical and research journals in the areas of physics, electronics and astronomy. Methods and references for use in literature searches, including computer methods, and the preparation of technical papers will be examined. To be taken fall term of first year.

PHY 5010. Applied Physics Colloquium/(1).F;S. Presentation of one research topic is required of all graduate students. Credit is earned during the semester in which the presentation is made. All graduate students are expected to attend all departmental and other designated colloquia.

PHY 5020. Computational Methods in Physics and Engineering/(3).F. A course designed to introduce the student to modern techniques and algorithms in computational physics, involving solutions of real physical systems using techniques from interpolation, optimization, non-linear least squares, the numerical integration of ordinary and partial differential equations, Monte Carlo methods, Fourier analysis and stability analysis. Applications of these techniques will be selected from the areas of mechanics, optics, modern physics, astrophysics, engineering, signal processing, and electromagnetism. Graduate students will, in addition to the lab, carry out a major computational project which will address an important or relevant problem in physics, astrophysics or engineering. Programming will be carried out in a computer language such as 'C' or Fortran. Lecture two hours, laboratory two hours. [Dual-listed with PHY 4020.]

PHY 5330. Digital Electronics/(3).F. This course provides an introduction to digital electronics, with an emphasis on the study of components that are building blocks for digital devices and equipment, especially microcomputers. Emphasis will be placed on the design of combinatorial, sequential, and state machine (ASM) circuits, including simplification by Boolean algebra, Karnaugh maps, and computer-aided tools. Hardware description languages will be used to implement designs on programmable logic devices (PLD). Topics to be covered include: number systems, Boolean algebra, logic families, gates, flip-flops, medium scale integration devices, combinatorial and sequential circuits, ASM, PLD, arithmetic logic units, memory, input-output, D/A, A/D, and a generic CPU. The industry-oriented, hands-on labs involve circuit construction, testing and trouble-shooting using modern test equipment. Lecture two hours, laboratory three hours. [Dual-listed with PHY 4330.]

PHY 5430. Digital Systems/(4).F. Design and implementation of digital systems. This applications-

oriented course covers designing digital systems and using hardware description languages such as VHDL to implement them with complex programmable logic devices (CPLD) or field programmable gate arrays (FPGA). Topics covered include CPLD and FPGA architectures, real-world digital design difficulties (timing, noise, etc.), the design and implementation of combinatorial, sequential, and SSI / MSI / LSI circuits, algorithmic state machines, and simple CPUs. Lecture three hours, laboratory three hours. Prerequisite: PHY 4330/5330 or the equivalent.

PHY 5435. Laboratory Automation/(4).S. A rigorous applications-oriented course designed to foster an in-depth understanding of both the hardware and software aspects of laboratory automation. The IBM-PC is used to control laboratory instruments, collect and analyze data, and plot results. Topics covered include the use of data acquisition and control cards, RS232-C and IEEE-488 interfacing, coordinated data collection and control and the use of assembly language to increase speed. State-of-the-art data acquisition languages are used extensively in the laboratory. Lecture three hours, laboratory three hours. Prerequisite: PHY 5430 or equivalent.

PHY 5440. Modern Instrumentation Design/(4).On Demand. A study of the role of microprocessors and microcontrollers in modern instrumentation. Students will utilize hardware/software real time development systems in the design and construction of basic instruments. Lecture three hours, laboratory three hours.

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

PHY 5520. Data Transmission and Signal Processing/ (3).F. A study of local area networks, broad band and base band transmission, optical fiber transmission, analog signal analysis and filtering, and discrete signal processing. Lecture two hours, laboratory three hours. Prerequisites: PHY 5620, PHY 5440 or equivalent.

PHY 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).F. A study of classical and modern optical phenomena including geometrical, Fresnel and Fourier optics, lasers, fiber optics and optoelectronic devices. Lecture three hours, laboratory three hours. Prerequisite: MAT 3130 (Intro to Differential Equations). Corequisite: PHY 3020 (Electromagnetic Fields and Waves). [Dual-listed with PHY 4620.]

PHY 5635. Advanced Microprocessor Interfacing and Robotics/(4).S. A study of the architecture, programming, and interfacing of Intel microprocessors and microcomputers. Topics to be covered include: Intel microprocessor architectures, support chips, decoding memory and I/O, microcomputer architecture and interfacing, microcomputer busses (such as PCI, PCIX, USB, Firewire, wireless), digital I/O, D/A, A/D, and robotics. Most labs will involve interfacing microcomputers to an assortment of transducers such as switches, sensors, LEDs, 7-segment displays, solid state relays, stepper motor, five-axis robotic arm, etc. Assembly language, high-level language, and/or commercial software (e.g., Lab View) will be used in lab. Lecture three hours, laboratory three hours. Prerequisite: PHY 4330/5330. [Dual-listed with PHY 4635.]

PHY 5640. Quantum Mechanics/(3).S. A study of the Schrodinger equation and its solutions for various common potentials. Prerequisites: PHY 3010 (Classical Mechanics), PHY 3210 (Modern Physics I, grade of C or higher), and MAT 3130 (Intro to Differential Equations). [Dual-listed with

PHY 5730. Analog Systems/(3).F. The theory and operation of DC and AC circuits with discrete passive and active components. Included are resistors, capacitors, inductors, diodes, bipolar transistors, field effect transistors, and operational amplifiers. An in-depth analysis of circuit theorems, phasors, differential equations, and simulations predicting the behavior of systems of analog devices will be explored in lecture and laboratory. The use and limitations of common electronics instrumentation such as multimeters, oscilloscopes, function generators, modulators/demodulators, lock-in amplifiers, and phase detection will also be explored. Lecture two hours, laboratory three hours. [Dual-listed with PHY 4730.]

PHY 5735. Microcontrollers/(3).S. An in-depth study of the architecture, programming and interfacing of microcontrollers. Topics to be covered include: introduction to microcontrollers, architectures, internal hardware (such as timers, serial ports, A/Ds, D/As, I2C), instruction sets, assembly language programming, interrupt-driven code, and interfacing. Both stand-alone microcontrollers and single board computers will be used in lab. Most labs will involve interfacing microcontrollers to devices such as switches, LEDs, keypads, 7-segment displays, LCD displays, motors, sensors, etc. Microcontroller simulators and in-circuit-emulators (ICE) will be used for debugging. Lecture two hours, laboratory three hours. Prerequisite: PHY 4330/5330 or the equivalent. [Dual-listed with PHY 4735.]

PHY 5740. Sensors and Transducers (4).S. This applications-oriented course covers the integration of transducers into sensor-based systems. Students will integrate transducers with signal conditioning circuitry and will develop proficiency in interfacing the conditioned signals with data acquisition hardware, using programs such as the National Instruments LabVIEW software program. Sensors covered include, but are not limited to, temperature, pressure, optical, and humidity. Lecture three hours, laboratory three hours. Prerequisite: PHY 5730 (Analog Systems). [Dual-listed with PHY 4740.]

PHY 5820. Medical Physics/(3).S. 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 (General Physics II) or PHY 1151 (Analytical Physics II). [Dual-listed with PHY 4820.]

PHY 5845. Nanoscience and Technology (3).S. A survey of the current state of nanoscience and nanotechnology from both a theoretical and practical standpoint. Topics include, but are not limited to, nano-fabrication, tools (e.g. SEM, STEM, FIB, STM, AFM, etc.), nanomechanics, nanomaterials, Buckyballs and nanotubes, thin films, nano self-assembly, nano-scale heat transfer, thermoelectric devices, and nano-optics. Where applicable, content will be enhanced through direct experience with the available instrumentation. [Dual-listed with PHY 4845.]

PHY 5860. Physical Principles of Electron Microscopy (3).F. This course provides an overview of the fundamental principles of scanning electron microscopy, including all electron optical components (electron sources and guns, electron lenses, deflectors, and stigmators) and complete electron optical system physics. This overview is complemented by a thorough investigation of the electron beam-solid interaction physics and the resulting measurable signals. Image formation physics and a wide range of applications including qualitative and quantitative analysis techniques are fully developed in this course. PHY 5860 is accompanied by a required laboratory course (Corequisite: PHY 5861). [Dual-listed with PHY 4860.]

PHY 5861. Physical Principles of Electron Microscopy Laboratory (1).F. This laboratory provides an introduction to the instrumentation and methods of scanning electron microscopy, including all

electron optical components (electron sources and guns, electron lenses, deflectors, and stigmators). Electron beam-solid interaction physics and the resulting measurable signals are investigated. Image formation physics and a wide range of applications including qualitative and quantitative analysis techniques are fully developed in this course. PHY 5861 is accompanied by a required lecture section (Corequisite: PHY 5860). [Dual-listed with PHY 4861.]

PHY 5900. Internship/(1-12).F;S. Supervised work in applied physics in an industrial or other laboratory setting. Students must obtain approval of the departmental internship coordinator prior to enrolling. Graded on an S/U basis.

PHY 5910. Professional Science Colloquium (1).F;S. This is the capstone course for the Professional Science Master's concentrations under the Master of Science degree in Engineering Physics. Invited speakers from the academic, industrial, and government sectors will speak with the class, and discussions will be supplemented by research into the current economic and industry climates for potential employment opportunities and career path options. Students will be required to present their internship experiences to an advisory board and peers. Prerequisite: permission of the Graduate Program Director.

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

PHY 5999. Thesis/(3-6).F;S. Course may be repeated for a total of 6 credit hours. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

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Wiley Smith Department of Psychology, College of Arts and Sciences

Graduate Courses in Psychology (PSY)

www.psych.appstate.edu

James Denniston, Department Chair

PSY 5010. Research Seminar (3).F. The seminar on selected topics in research is designed to handle the various problems encountered by students in their research. Students will present research proposals and discuss current research in various areas of psychology.

PSY 5011. Teaching of Psychology (1).F;S. A course required of all graduate teaching assistants responsible for teaching one or more sections of PSY 1200 (General Psychology). 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 5070. Organizational Behavior Management (3).F. This seminar course will review current topics in the field of Organizational Behavior Management-Performance Management (OBM-PM). Readings and class discussion in Part 1 of the seminar will cover the application of the three-term

contingency (ABC Analysis) and behavior analysis assessment issues. Part 2 of the seminar will focus on intervention strategies that have empirical evidence of their effectiveness in changing behavior in organizational settings. These include training, prompting, stimulus control, reinforcement, differential reinforcement, punishment, goal setting and feedback, and modeling. Part 3 of the seminar will allow the class to investigate recent topics in OBM (i.e., response generalization, establishing operations, resistance to change, rumors and gossip). Additionally, students will engage in an OBM related research project that will be developed into a Scholarly Product.

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 5207. Evolutionary Psychology (3).F;S. This course examines how human thinking, motivation, behavior, and social relationships can be understood from the perspective that many aspects of human behavior involve sets of processes designed by natural selection to solve adaptive problems faced by our evolutionary ancestors. Key topics may include: problems of survival, long-term mating, sexuality, parenting, kinship, cooperation, aggression and warfare, conflict between the sexes, status, prestige, social dominance, and how evolutionary theory can provide a unified approach to understanding the different branches of psychology. [Dual-listed with PSY 4207.]

PSY 5208. Forensic Psychology (3).F;S. This course will provide an in-depth study of the ways in which psychology and the law interact. It will include a study of the way in which researchers and mental health professionals contribute to legal issues as well as the ways in which research and mental health practice are governed by the law. [Dual-listed with PSY 4208.]

PSY 5250. Pro-Seminar III: Biopsychology and Developmental Psychology (3).S. This course includes a critical evaluation of current issues and research in biopsychology and developmental psychology, and provides a historical account of important developments in these areas.

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

PSY 5530-5549. Selected Topics (1-4).On Demand. A special topic may be offered depending upon student and faculty interest. Permission of the instructor required.

PSY 5552. Diagnosis and Psychopathology (3).F;S. Consideration of diagnostic practices of common psychological disorders, including symptom criteria, epidemiological data, with an emphasis on the acquisition of applied diagnostic skills. Content will often include a study of the origin, development, and manifestations of psychological and causal models with empirical support. Prerequisite: PSY 2212 (Abnormal Psychology) or permission of the instructor.

PSY 5555. Advanced Educational Psychology (3).On Demand. This course provides an advanced examination of psychological concepts, theories, and research relevant to teaching and learning; critical issues and organizational models in general and special education; and public policy development and practices that foster effective learning environments for all students and that facilitate positive family involvement.

PSY 5562. Psychology of Adulthood and Aging (3).F;S. Overview of the Psychology of Aging, with coverage of sensory, cognitive, and socio-emotional changes relevant to applied professions. Emphasis

will be on applications of existing theory and research, and on encouraging an understanding of how to understand and interact with adults of all ages. Graduate students will be expected to become involved in an area of research. [Dual-listed with PSY 4562.]

PSY 5565. Adolescent Psychology (3).On Demand.An examination of the physical, intellectual, and emotional changes that occur during adolescence. Relationships among physical development, mental growth, adolescent interests, personality, and social consciousness, will be explored.

PSY 5583. Health Psychology and Behavioral Medicine (3).F. This course offers a broad overview of health psychology and behavioral medicine to clinical health psychology graduate students or graduate students in an allied health field. This course represents a bio-psycho-social-spiritual approach to integrating evidence-based psychological services to treat medical patients in integrative health care settings (behavioral medicine) as well as interventions to individuals or communities to prevent the development or progression of medical diseases (health psychology). Students will gain an overview of psychologists' roles in the U.S. health care system and how to modify behavior in clinical or public health settings to prevent/treat the leading causes of morbidity/mortality for U.S. citizens (e.g., heart disease, diabetes, chronic pain, obesity, etc.). This course will entail didactic learning through seminar-style discussion of select readings, clinical skills training necessary for psychologists in integrative health care settings, and intensive research of a health psychology topic embedded within a bio-psycho-social-spiritual model via individual/small group study.

PSY 5584. Community Psychology (3).F. This course provides an overview of the methodology, theory and application of the community psychology perspective to community mental health practice. The course focuses on both theoretical and methodological foundations of community psychology practice with an emphasis on rural environments. We will also consider the moral, legal, and ethical ramifications of community-level interventions.

PSY 5593. Biofeedback (3).On Demand.This course will review the historical background of biofeedback, stressing biofeedback as an aid in stress management, in the treatment of psychosomatic disorders and muscle relaxation, and in the physiological basis of self regulation. Students will have the opportunity to become familiar with the application of the EMC, ST trainer and other biofeedback instrumentation through demonstration and practice. Ethical issues are explored.

PSY 5610. Advanced Experimental Psychology (3).On Demand. A critical study of the major experimental findings and of research methodology in contemporary psychology. Emphasis will be placed upon problems in human learning and cognition.

PSY 5640. Seminar (3).S. Consideration of contemporary research issues in psychology. Opportunity for graduate students to consider a particular aspect of psychology in depth. Topics vary from year to year depending upon the interest of students. Prerequisite: six graduate hours in psychology.

PSY 5655. Contemporary Issues in Psychology (3).On Demand. An investigation and discussion of psychological phenomena using scientific methodology and empirical research to evaluate causal claims, evaluate research, assess validity and engage in critical thinking. A focus of the class will be the use of empirical research literature, as well as oral and written assignments to improve reasoning skills in order for students to become more critical consumers of information from both academic and popular sources. Topics will span multiple areas of psychology. Prerequisite: PSY 3100 (Research Methods in Psychology) or permission of the instructor.

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 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 2212 (Abnormal Psychology) or equivalents.

PSY 5702. Psychoeducational Assessment for Intervention I (3).F. As the first in a two-course sequence, this course introduces students to the foundations of psychoeducational assessment, including psychometrics and measurement; legal, ethical, historical, family, and diversity issues; and various methods and models for assessing students within the school context. Students will demonstrate competency in the administration, scoring, and interpretation of results of the most commonly used tests of academic achievement and learn to integrate results into comprehensive written reports with associated recommendations for interventions. Emphasis will be placed on the application of assessment data to address academic needs. Practice laboratory sessions are required. Prerequisite: admission to the School Psychology graduate program.

PSY 5703. Psychoeducational Assessment for Intervention II (3).S. As the second in a two-course sequence, this course extends students' knowledge and skills in school-based assessment for intervention. Students will have the opportunity to learn historical and theoretical foundations of intelligence as well as characteristics of and methods of assessing various educational disabilities. Students will demonstrate competency in the administration, scoring, and interpretation of results of the most commonly used measures of cognitive abilities, perceptual-motor integration, and adaptive behaviors and learn to integrate assessment data from multiple measures into comprehensive written reports with associated recommendations for interventions. Emphasis will be placed on the integration of assessment skills and methods attained during PSY 5702, Psychoeducational Assessment for Intervention I, as well as the application of assessment data to address instructional problems. Practice laboratory sessions are required. Prerequisites: PSY 5702

PSY 5704. Emotional/Behavioral Assessment for Intervention (3).S. This course examines current

models and methods of school-based assessment of the emotional, behavioral and social functioning of children and adolescents, as well as pertinent legal, ethical, historical, family, and diversity issues and relevant federal and state regulations. Supervised practice with a school-based case will be provided, and students will learn to integrate emotional-behavioral assessment results into a comprehensive written report with associated recommendations for interventions. Corequisite: PSY 5902, Practicum II (School Psychology).

PSY 5705. Psychotherapy: Foundations and Ethics (3).F. This course involves learning fundamental clinical skills including interviewing and basic clinical interventions. Legal and ethical principles in the practice of clinical psychology are considered.

PSY 5713. Child Psychopathology (3).F. A critical evaluation of the development of common psychological disorders in children and adolescents. The emphasis will be on developing skills in differential diagnosis and understanding current research on etiology.

PSY 5714. Psychotherapy Interventions I (3).S. A critical evaluation of the current major approaches to and research concerning psychotherapeutic behavior change with adults. A systematic review of empirically verified treatments for the most prevalent disorders will be provided.

PSY 5715. Psychotherapy Interventions II (3).S. A critical evaluation of the current treatments for bipolar disorder, schizophrenia, trauma-based disorders, personality disorders, and sexual dysfunctions. The empirical literature will be reviewed, and students will have the opportunity to learn to apply empirically verified treatment techniques for these disorders.

PSY 5716. Interventions for Children and Adolescents (3).S. The main emphasis in the class will be on developing the necessary knowledge to effectively implement empirically supported interventions for children and adolescents in clinical and school settings. An in-depth review of the treatments for the most common childhood disorders will be provided.

PSY 5717. Preschool and Low-Incidence Assessment (3).On Demand. Advanced, practice-based study of psychoeducational assessment and intervention for preschoolers and children with low-incidence disabilities. Pertinent legal, ethical, and diversity issues and relevant federal regulations will be examined. Supervised practice with actual cases will be provided.

PSY 5800. Applied Behavior Management (3).S. An advanced study of the philosophy, principles and procedures of applied behavior analysis and a review of selected research. Practical, ethical, and legal constraints on behavioral interventions are considered. Research conducted in institutional, educational and home settings is emphasized. Prerequisite: PSY 3100 (Research Methods in Psychology) or permission of the instructor. [Dual-listed with PSY 4700.]

PSY 5810. Functions and Ethics of the School Psychologist (3).F. As an introduction to the profession of school psychology, this course reviews historical foundations, current practices, and emerging models in the field. Students critically consider current roles and functions of school psychologists, relevant state and federal laws and regulations, important ethical and professional issues, and the school psychologist's relationships with parents, students, other school personnel, and relevant community resources. The course is designed to be a catalyst in the development of the student's professional identity as a school psychologist. Prerequisite: admission to the School Psychology graduate program.

PSY 5820. Psychoeducational Prevention and Intervention (3).F. This course is designed to teach school psychology graduate students evidence-based prevention and intervention strategies that

promote the mental health and physical well-being of children and adolescents. Students learn how to collaborate effectively with other professionals and are trained in crisis prevention and preparedness using a curriculum developed by the National Association of School Psychologists. Prerequisite: admission to the School Psychology graduate program.

PSY 5901. Practicum I: School Psychology (3).On Demand. 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: School Psychology (3).On Demand. 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 5904. Practicum I: Clinical Health Psychology (3).S. Students will train in a professional mental health or medical setting for the equivalent of one day per week. Supervision is provided on-site by staff psychologists or other professionals. Weekly class meetings supplement the on-site training to provide additional group supervision as well as coverage of professional issues.

PSY 5905. Practicum II: Clinical Health Psychology (3).F. Students will train in a professional mental health or medical setting for the equivalent of one day per week. Supervision is provided on-site by staff psychologists or other professionals. Weekly class meetings supplement the on-site training to provide additional group supervision as well as coverage of professional issues.

PSY 5906. Practicum III: Clinical Health Psychology (1-3).On Demand. Practicum experience is available in Clinical Health Psychology: Students will train in a professional mental health or medical setting. Supervision is provided on-site by staff psychologists or other professionals. Weekly class meetings supplement the on-site training to provide additional group supervision as well as coverage of professional issues. Prerequisite: permission of the program director.

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

PSY 5998. Thesis Proposal (3).F;S. Graded on an S/U basis.

PSY 5999. Thesis (3).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S. Prerequisite: PSY 5998.

PSY 6620. School-Based Consultation (3).S. For school psychologists, counselors and other human service personnel in various fields who deal with parents and/or teachers in a consultative and educational capacity. The course will include a review of consultation models and theories of both a group and triadic nature. It will also provide an opportunity for role play which reflects actual consulting situations. Emphasis will be placed on concerns related to academic deficit, behavioral problems in the school and home, and family stress. (Same as HPC 6620.)

PSY 6900. Internship (1-6).F;S. Internships are required for students in the Clinical Health Psychology and School Psychology programs and are an option for students in the Industrial-Organizational Psychology and Human Resource Management (I/O-HRM) program. The requirements

are listed below. Graded on an S/U basis.

- **Clinical Health Psychology:** Placement in a mental health setting practicing psychology to include experience administering psychological evaluations, individual or group psychotherapy and behavior change, and consultation with relevant professionals and community agencies, supervised by a psychologist. Students must complete a minimum of 600 hours and many sites require 1,000+ hours. Prerequisite: approval of the internship instructor and the Clinical Health Psychology program director. Graded on an S/U basis. May be repeated for a total credit of six semester hours.
- **School Psychology:** Placement in a school setting under appropriate professional supervision for 1,200 hours, on a full-time basis over two consecutive semesters (6 credit hours per semester), or on a half-time basis over four consecutive semesters (3 credit hours per semester); to include experience with psychoeducational problem solving and assessment; individual and group counseling; collaborative consultation with parents, teachers, interdisciplinary teams, and community agencies; behavior change strategies; in-service training; and applied research. Successful completion of the internship is required of all students enrolled in the School Psychology program. Graded on an S/U basis.
- **Industrial/Organizational-Human Resource Management:** Placement in an applied setting in which students can gain experience in various aspects of human resource management and development. Students will develop skills in personnel selection and placement, performance, appraisal, attitude measurement, motivation of employees, training and development of change within organizations. Student should enroll in MGT 5900 and are expected to complete a minimum of 400 hours over a period of ten weeks. Graded on an S/U basis.

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Department of Reading Education and Special Education

Reich College of Education

Graduate Courses in Reading Education (RE) and Special Education (SPE)

rese.appstate.edu

Woodrow Trathen, Acting Department Chair

Reading Education (RE)

RE 5010. Literacy Instruction and Assessment for Students with Autism Spectrum Disorders (3).F;S. This course will address issues, strategies, technologies, materials and methods of successful literacy instruction and assessment of students with autism spectrum disorders. Inclusive and self-contained settings will be addressed through examples and experiences with students on the autism spectrum.

RE 5040. Teacher as Researcher/(3).F;S. This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research. (Same as CI 5040/RES 5040/SPE 5040.)

RE 5100. Teaching Beginning Readers and Writers/(3).F. Various approaches to teaching beginning readers and writers are introduced (K-3). There is an emphasis on teaching methods that capitalize on the language competence students bring with them to school. Word recognition, comprehension, and writing instruction are considered within the framework of a meaningful, integrated reading/language arts program.

RE 5111. Issues, Trends, and Practices in Reading/(2-3).On Demand. Provides students with an in-depth study of significant issues, trends, and practices in reading at all educational levels. The course is designed to deal with questions and problems of the type facing key teachers, supervisors, and administrators. Because the course is concerned with current trends and issues, it is assumed that the course will undergo periodic changes in terms of what is current.

RE 5120. Psychological Bases of Reading/(3).On Demand. The thrust of this course is toward

providing advanced reading majors with a comprehensive overview of contemporary theories of psychology and instruction as they can be applied to explicating the complex processes underlying reading behavior. Basically, the course deals with the following areas: (1) definitions of reading; (2) reading as verbal behavior; (3) perception and sensation in reading; (4) reading and cognition; (5) learning and reading; (6) growth and development and reading; (7) attention, motivation, and reading; (8) personality and reading; (9) learning from written materials; and, (10) individual differences and reading.

RE 5130. Teaching the Language Arts/(3).F. A study of the latest research, practices, interpretation, methods, materials and strategies in teaching the language arts.

RE 5140. Advanced Study of Children's Literature/(3).S. Provides an opportunity for students to extend their knowledge of children's books. Emphasis will be placed on an examination of the history of major publishers of children's literature, multicultural perspectives in reading and writing, and the theories of response to literature. Consideration will be given to how literature contributes to learning and language development.

RE 5200. The Politics of Literacy (3).On Demand. This course examines literacy from political, historical and theoretical perspectives. The role of special interest groups and federal and state agencies on literacy instruction will be examined. A strong emphasis throughout the course will be on the development of students as thinkers, researchers, writers, and advocates for effective literacy policy.

RE 5210. Educating Students with Reading Disabilities (3).On Demand. This course examines the federal policy and school-level practices that affect the education of students with reading disabilities. Changes in federal policy will be examined across a historical context. Students will be challenged to think critically about these changes and evaluate the degree to which federal policy facilitates the education of students with reading disabilities.

RE 5220. Teaching Intermediate Struggling Readers (3).On Demand. This course acquaints teachers with issues involved in providing effective reading instruction to struggling readers in grades fourth through eighth. Among these issues are assessment, materials selection, grouping and management concerns, and instruction (including comprehension, word recognition, fluency, and vocabulary). Participating teachers should leave the course with a better conceptual understanding of the specific challenges they face and strategies and tools for meeting these challenges.

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

RE 5510. Field Experience in Teaching Reading/(1-6).F;S. Students register only by permission of the advisor.

RE 5525. Product of Learning/(1-3).On Demand. Graded on an S/U basis.

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

RE 5570. Reading Curriculum: Organization, Supervision and Assessment/(3).On Demand. Studies are made of reading curriculum designs, and the implementation, supervision and evaluation of reading programs. Prerequisite: 18 hours in reading or permission of the advisor.

RE 5671. Research in Current Literature in Reading/(3).On Demand. Research and critical analyses are made in current periodicals, journals, and recent books on critical areas of reading. Prerequisite: 18 hours in reading or permission of the advisor.

RE 5710. Seminar in Reading and Language Arts Research/(3).S. Current theory and research in reading and the language arts are examined. Students select a topic in which to pursue in-depth study and then their newly-acquired knowledge is applied to classroom teaching. Emphasis is placed on assisting teachers to be leaders in school settings. This course should be taken at the end of the Master of Arts program.

RE 5715. Reading Assessment and Correction/(3).F;S. An in-depth examination of informal reading assessment practices and remedial teaching techniques. This course includes practicum experiences in administering and interpreting informal word recognition, contextual reading, and spelling instruments.

RE 5725. Practicum in the Clinical Teaching of Reading/(3).S. Provides students with a closely supervised practicum experience in which they assess and teach children/adults who are experiencing reading difficulties. Prerequisite: RE 5715.

RE 5730. Reading and Writing Instruction for Intermediate and Advanced Learners/(3).S. Strategies for helping students use reading and writing as tools for comprehension of texts and for learning in content-area disciplines are explored. A broad cultural view of literacy forms the context for reviewing the research on strategic teaching and learning. The general focus is on third-grade through adult learners.

RE 5735. Practicum in Teaching Severely Disabled Readers/(3).On Demand. This course provides a supervised clinical teaching experience with severely disabled readers. Students are guided in the use of systematic multisensory reading instruction. The topic of reading disability will be investigated throughout the semester.

RE 5760. Adult Literacy Instruction/(3).On Demand. An in-depth review of assessing and teaching literacy skills in Adult Basic Education programs.

RE 5900. Internship/(3-9).F;S. An internship in the area of reading education. Graded on an S/U basis. Prerequisite: permission of the advisor.

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

RE 5999. Thesis/(1-4).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

RE 6120. Psychological Processes in Reading/(3).On Demand. This course examines current theories of reading processes, supporting research, and implications for teaching reading. The course is approached from a cognitive psychological perspective, where the nature of mature reading is considered first, followed by consideration of developmental issues in reading. Course topics will include research on eye movements, comprehension, phonemic awareness and decoding, beginning reading, and fluency, as well as other current theoretical issues.

RE 6568. Language and Linguistics in Reading/(3).On Demand. This course examines language acquisition and language structure from both theoretical and practical perspectives. Students will have the opportunity to learn about cognitive, social, and cultural aspects of language. Emphasis will be placed on understanding psycholinguistic and sociolinguistic perspectives; language acquisition; and components of language, including pragmatics, semantics, syntax, morphology, and phonology. Concepts of oral and written language will be explored within the context of community and classroom discourse and literacy practice.

RE 6575. Technology and Literacy/(3).On Demand. This course provides students an opportunity to critically examine the central issues and theoretical perspectives in research on technology and literacy, with an emphasis on critically examining the educational function of communication technology, assisted technology, digital and multimedia text, and educational software. Students will study the nature of technology and literacy, related classroom implementation issues, and specialized use of technology for students with disabilities.

RE 6700. Historical Trends in Reading Theory and Research/(3).On Demand. This course examines significant trends and developments in reading theory and research from the early 1900s up to the present. Emphasis will be placed on three time periods: 1910-1930 which featured behavioral psychology, the development of basal readers and the first university-based reading clinics; 1955-1965 which featured the “Great Debate” between advocates of phonics and whole-word reading methodologies; and 1975-1995 which ushered in cognitive theories of reading and two competing psycholinguistic explanations of the reading process. Throughout the course, connections will be drawn between predominant reading theories and their effects on classroom reading materials and instructional methods.

RE 6731. Advanced Issues in Literacy and Learning/(3).On Demand. This course provides opportunities for students to investigate current theory and research related to specific literacy topics. The course also engages students in analyzing current literacy programs and practices to identify the theoretical orientation, research base, historical context, and political agendas that inform them. Representative topics include: comprehension, composition, classroom discourse, vocabulary, English language learners, and evolving representations of literacy and text.

RE 6735. Severe Reading Disability/(3).On Demand. This course takes an in-depth look at the topic of severe reading disability as it is currently understood. To this end, relevant research, discussion, and practices are surveyed and studied.

RE 7570. Administering Reading/Language Arts Programs: The Research Base/(3).On Demand. Provides the theoretical framework administrators need to supervise comprehensive classroom reading and language arts programs. The current research literature will be examined across several areas, including: psychological models of the reading process, reading/writing relationships, academic work, teacher effectiveness, and observation of instruction. This literature will form the basis for examining existing program approaches to teaching reading and language arts in the elementary school and for content area programs in middle and secondary schools. Next, “ideal” program models will be developed, and, finally, methods for implementing, supervising and evaluating programs will be analyzed.

RE 7710. Improving Reading/Language Arts Instruction in the Schools: Problem-Solving Seminar for Administrators/(3).On Demand. This seminar will focus on real world problems that administrators face in planning, implementing, and evaluating reading/language arts programs in public school settings. Discussion of pre-selected problems (with corresponding reading lists) will form the core of the course. Students will be encouraged to focus on specific reading and writing issues and problems in their own school districts. Prerequisite: RE 7570.

RE 7989. Doctoral Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing doctoral research. Graded on an S/U basis. RE 7989 does not count toward a degree.

Special Education (SPE)

SPE 5010. Evidence-Based Practice in Early Childhood Education (3).F.Odd-numbered years.

This course will examine the meaning of evidence-based practice as it applies in early childhood education and intervention, with the goal of preparing students to become critical consumers of research. Students will review current literature concerning evidence-based practices for early childhood settings and explore ways to apply research findings in their professional practice across a variety of settings (e.g., school, home, intervention agency). (Same as CI 5010/FCS 5010.)

SPE 5020. Early Intervention (3).S.Odd-numbered years. This course will acquaint students with federal legislation pertaining to early intervention (EI) and examine multiple ways that early intervention (EI) professionals provide services in a variety of settings (e.g., home, child care facilities, schools, agencies, and community settings such as parks and grocery stores). Characteristics and needs associated with specific disabilities will be addressed as well as strategies to individualize services for children and their families. (Same as CI 5020/FCS 5020.)

SPE 5030. Research Informing Practice in Special Education/(3).F. This course introduces areas of educational research and school improvement. The aim of this class is to develop educators' knowledge and skills in research techniques to use in classrooms. This course covers qualitative, quantitative, and single-subject design research methods, focusing on interpretation and application relating to special education classroom practice. In addition, this course gives students an understanding of how to interpret educational research and how to use it to develop evidence-based interventions in their classrooms. Students develop an action research project that will be implemented in their school/classroom during their internship.

SPE 5040. Teacher as Researcher/(3).F;S. This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research. (Same as CI 5040/RES 5040/RE 5040.)

SPE 5045. Advanced Topics in Diversity/(3).F. A framework of theories on diversity and multicultural issues is constructed in this course. From these theories, practical applications will be derived. Research focusing on creating productive and equitable learning environments, on best practices collaboration, and on instructional accommodations and modifications will be examined. (Same as CI 5045.)

SPE 5100. Field Training in the Teaching-Family Model/(3).On Demand. A field oriented course involving supervised implementation of the Teaching-Family Model treatment approach. Evaluations by both consumers and professionals in the field will be utilized as part of the training sequence.

SPE 5101. Advanced Field Training in the Teaching-Family Model/(3).On Demand. This field oriented course is offered for those successfully completing the prerequisite field training course. The course is aimed at helping the student refine and modify her/his use of the Teaching-Family Model Treatment program. Prerequisite: SPE 5100.

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

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

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

SPE 5120. Effective Educational Practices for Students with Autism Spectrum Disorders (3).F;S. In this course, current research and literature related to autism spectrum disorders and research based practices in classrooms, homes, community settings are identified, reviewed and analyzed. Other topics include use of technology and current recommended instructional practices.

SPE 5130. Autism Spectrum Disorders: Contemporary Issues (3).F;S. Issues concerning the prevalence, assessment, and identification of students with ASD are identified, reviewed and analyzed. Litigation and laws related to educational issues are explored.

SPE 5200. Teaching Communication and Problem Solving Strategies Within the Teaching-Family Model/(3).On Demand. Basic counseling strategies and problem-solving skills especially related to the Teaching-Family Model will be offered. Emphasis will be placed on working with emotionally disturbed and delinquent youths and their families in the context of residential treatment.

SPE 5205. Inclusion/(3).F;S. This course examines inclusion as it relates to students with disabilities and how to integrate them into general education classrooms and K-12 schools. Current issues, collaborative relationships, and effective teaching and modification approaches for all students will be discussed. Prerequisite: SPE 5595 or permission of the instructor. [Dual-listed with SPE 4205.]

SPE 5210. Psychoeducational Approaches to Emotional/Behavioral Disorders/(3).F. This course covers theories of working with children and youth with behavioral disorders. Psychodynamic, humanistic, and behavioral strategies are examined and applied through readings, small and large group discussions, and analysis of articles and media. A theoretical foundation is built through a review of contrasting perspectives.

SPE 5220. Characteristics, Assessment, and Identification of Individuals with Learning Disabilities/(3).F. This course provides advanced knowledge about the causes, definitions and identification of students with learning disabilities. Students receive in-depth instruction in the administration of both standardized and informal assessments and their modifications.

SPE 5230. Assessment and Instruction of Individuals with Intellectual Disabilities/(3).F. This course identifies, reviews, and analyzes current research and literature related to the study of intellectual disabilities/mental retardation. The course also provides in-depth study in ecological assessment and individualized curriculum development for individuals with intellectual disabilities/mental retardation, and it also provides in-depth study and examination of the social construction of mental retardation in society.

SPE 5400. Advanced Readings in Organization and Administration of Community-Based Treatment Programs/(3).On Demand. To expand the student's knowledge of the organization and

administration of community based programs. Emphasis will be placed on the process of organizing, administering, and implementing treatment programs for troubled youths.

SPE 5500. Independent Study/(1-4).On Demand.

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

SPE 5562. Methods for Educating the Severely Handicapped/(3).On Demand. Principles and procedures used to program instruction for the severely handicapped are presented and evaluated as to their effectiveness. Students are required to design and implement an instructional program with a severely handicapped person. Corequisite: SPE 5564.

SPE 5564. Curriculum for the Severely Handicapped/(3).On Demand. The selection of instructional programs appropriate for use with the severely handicapped is emphasized. The student identifies strengths and weaknesses of educational programs and makes recommendations for their use with severely handicapped persons. Corequisite: SPE 5562.

SPE 5584. Special Education Law and Leadership/(3).F. This course introduces the student to educational leadership and examines various leadership and organizational styles. Students will articulate their personal leadership philosophy and vision. The course also examines current research and literature on leadership in schools, educational reform initiatives, and legal issues. The process of IEP writing from both a legal and leadership perspective will be included.

SPE 5592. Advanced Medical Aspects of Disability/(3).On Demand. What constitutes severe disability, its effect on the individual and multidisciplinary approaches to amelioration. Disabilities will include epilepsy, spinal cord and brain injuries, degenerative diseases, and their sequelae.

SPE 5595. Individual Differences/(3).F;S. This course will provide an overview of the field of special education with emphasis on mental retardation, learning disabilities, and emotional disabilities.

SPE 5600. Seminar in Special Education/(3).On Demand. This course explores the current research in issues and controversies in the field of special education.

SPE 5610. Advanced Studies in Classroom Management/(3).On Demand. This course is an exploration of the literature and practices that are concerned with managing a classroom so that effective teaching can occur. This course discusses the theories developed for classroom control, then translates these theories into practical intervention techniques, both for individual students and classroom groups.

SPE 5620. Managing Curriculum for Mentally Retarded Students in Special and Regular Settings/(3).On Demand. The in-depth study of curriculum design and management for mildly and moderately mentally retarded students in special and regular classroom settings, from preschool through secondary levels.

SPE 5626. Advanced Studies in Intellectual Disabilities/(3).S. This course is designed to identify, review and analyze current research and literature related to the study of intellectual disabilities (mental retardation). The course also provides in-depth study in assessment, curriculum, and the planning, implementation, and evaluation of instruction for students with intellectual disabilities. Prerequisite: SPE 5230 or permission of the instructor.

SPE 5630. Collaboration and Advocacy/(3).F. This course is designed to examine issues and effective practices of collaboration, consultation, and advocacy among families, community service

representatives, and professionals.

SPE 5636. Advanced Studies in Learning Disabilities/(3).S. This course is designed to identify, review and analyze current research and literature related to the study of learning disabilities. This course provides in-depth study in assessment, curriculum, and the planning, implementation, and evaluation of instruction for students with learning disabilities. Prerequisite: SPE 5220 or permission of the instructor.

SPE 5640. Individualized Planning at the Secondary Level/(3).F. In this course, current research and literature related to secondary special education and transition issues are identified, reviewed and analyzed. Longitudinal planning is explored through topics including drop-out prevention, career development theory, person-centered transition planning, assessment, and best practices.

SPE 5646. Advanced Studies in Emotional and Behavioral Disorders/(3).S. An advanced course designed to examine critically educational literature concerning teaching students with emotional and behavioral disorders. Relationships between theory, philosophy, research findings, and current practice are analyzed. Prerequisite: SPE 5210 or permission of the instructor.

SPE 5648. Psychoeducational Approaches in the Study of Emotional Disturbance/(3).On Demand. An investigation of psychoeducational explanations of behavior and the ways these explanations find expression in interventions with children. Emphasis placed on operational models and techniques to be utilized in a variety of settings with emotionally disturbed children.

SPE 5700. Introduction to the Teaching-Family Model/(3).On Demand. An introduction to the philosophy and implementation of the Teaching-Family Model treatment approach. Emphasis will be placed on meeting the needs and remediating problems of emotionally disturbed and delinquent youth. [Dual-listed with SPE 4700.]

SPE 5900. Internship/(6).F;S. This course offers graduate students the opportunity to design, implement, and evaluate a research project with individuals with special needs. Graded on an S/U basis. Prerequisite: application and permission of the advisor.

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

SPE 5999. Thesis/(1-4).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

SPE 7120. Issues and Trends in Special Education/(3).On Demand. The examination of issues and trends in special education, with emphasis on categories and classifications; medical, psychological, technological, and socio-cultural factors; and, promising research and practices.

SPE 7121. Organizational Design and Implementation of Special Education Programs/(3).On Demand. The critical study of the design and implementation of public school special education programs, with emphasis on present and emerging program models, instructional leadership, legislation, and professionalism.

SPE 7989. Doctoral Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing doctoral research. Graded on an S/U basis. SPE 7989 does not count toward a degree.

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Department of Recreation Management and Physical Education, College of Health Sciences

Graduate Courses in Recreation Management (RM)

www.rmpe.appstate.edu

Derek Mohr, Interim Department Chair

Recreation Management (RM)

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

RM 5560. Leisure and Aging/(3).On Demand. 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.]

RM 5561. Field Laboratory in Outdoor/Adventure Programming/(3).SS. The primary focus of this course is to prepare students to design and implement a backcountry field experience. The class will be divided into three sections. The first section will be preparation and planning, followed by a five-day field expedition, and ending with an extensive assessment of the experience. Prerequisite: HPC 5440 or permission of the instructor.

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Department of Social Work, College of Health Sciences

Graduate Courses in Social Work (SW)

www.socialwork.appstate.edu

Lauren Renkert, Department Chair

SW 5001. Advanced Standing Transitional Seminar/(3).SS. This course is intended for students seeking advanced standing in the Master of Social Work degree and is open only to those with a Bachelor of Social Work degree from a CSWE (Council on Social Work Education) accredited program. Students enrolling in this course will be tested on their mastery of the content of the foundation year (the first 30 semester hours) of the MSW Program. Successful completion of this course, with a minimum grade of “B” or better, is required of all students seeking advanced standing in the Master of Social Work degree programs. Prerequisite: Admission to advanced standing in the Master of Social Work Degree.

SW 5005. American Social Welfare History and the Social Work Profession/(3).F. This course is an introduction to MSW-level professional Social Work. It provides a comprehensive overview of the social, political and economic contexts that led to the emergence of the profession of Social Work, service delivery systems and related policies, and professional ethics and values.

SW 5010. Human Behavior and the Social Environment I/(3).F. This is the first of two courses in the MSW foundation year that provide knowledge for understanding and assessing human behavior and interaction in varied social, cultural, and economic contexts as a necessary foundation for effective social work practice. The course will examine bio-psycho-social development from birth through early adolescence, utilizing ecological systems and life span/life course perspectives.

SW 5020. Practice with Individuals and Families/(3).F. This first practice course of the MSW foundation year includes development of basic social work skills regarding communication and interviewing, assessment and intervention, evaluation, and termination, with an emphasis on micro systems. There is emphasis on the application of social work theory, values and ethics to practice and adaptation of intervention approaches to meet the needs of vulnerable groups and diverse populations.

SW 5030. Foundations of Social Work Research/(3).F. Examines processes of theory building and a variety of scientific methods that provide the foundation for research in social work settings. Students will have the opportunity to learn about elements in social work research that include social work ethics, problem formulation, research design, data analysis and reporting, and utilization of research in social work venues.

SW 5040. Field Practicum and Seminar I/(3).F. Supervised placement in a human service agency

provides the student the opportunity to apply in a practicum setting material learned in the other MSW foundation courses. The practicum will include micro, mezzo, and macro levels of practice. The seminar will provide the student opportunities to explore field-based practice, policy issues, and theories. Students will complete 240 hours in the practicum. Graded on an S/U basis.

SW 5200. Social Welfare Policy Analysis and Practice/(3).S. This course provides an in-depth knowledge of social welfare policies, including exploration of social problems, assessment of policy alternatives, analysis of policy implementation, prioritization of revisions, and introduction to strategies for policy change. Students will develop a comprehensive understanding of the impact of policies on varied client populations. Prerequisites: successful completion of SW 5005, SW 5010, SW 5020, SW 5030 and SW 5040 or permission of the instructor.

SW 5210. Human Behavior and the Social Environment II/(3).S. This is the second of two human behavior courses in the MSW foundation year that provide a basis for effective social work practice. This course examines bio-psycho-social development from late adolescence through the late adulthood, utilizing ecological systems and life span/life course perspectives. The influence of macro systems on human development and behavior will be addressed. Prerequisites: successful completion of SW 5005, SW 5010, SW 5020, SW 5030, and SW 5040 or permission of the instructor.

SW 5220. Practice with Groups and Communities/(3).S. The course uses the knowledge and skills of social work and builds on this foundation to include groups and community practice. Knowledge of theories, models and interventions for group and community practice that are learned in the class are integrated and applied in the concurrent student field internship. Prerequisites: successful completion of SW 5005, SW 5010, SW 5020, SW 5030, and SW 5040 or permission of the instructor.

SW 5230. Evaluation of Professional Social Work Practice/(3).S. This course is designed to provide students with the fundamental knowledge and skills to conduct planned evaluations of social work practice with varied client populations at the micro- and macro- levels. Prerequisites: successful completion of SW 5005, SW 5010, SW 5020, SW 5030, and SW 5040 or permission of the instructor.

SW 5240. Field Practicum and Seminar II/(3).S. Supervised placement in a human service agency provides the student the opportunity to apply in a practicum setting material learned in the other MSW foundation courses. The practicum will include micro, mezzo, and macro levels of practice. The seminar will provide the student opportunities to explore field-based practice, policy issues, and theories. Students will complete 240 hours in the practicum. Prerequisites: successful completion of SW 5005, SW 5010, SW 5020, SW 5030, and SW 5040. Graded on an S/U basis.

SW 5245. Social Work Practice in Health Care (3).On Demand. This course is an introductory seminar on contemporary health social work. It provides an evidence-based overview of the social, cultural, environmental, and political contexts affecting health promotion, prevention, and intervention on local, national, and global levels. Students will learn skills necessary for work in interdisciplinary health-related settings and develop a deeper understanding and empathy for the experience of health challenges. [Dual -listed with SW 4245]

SW 5270. School Social Work (3).F. Study of the role and competencies of the school social worker as a member of the pupil personnel team in the U.S. educational system. Social work practice in the school setting with students, their families, and communities will be examined. The course will focus on addictions, disabilities, pregnancy, poverty, and serious behavioral difficulties. Discussion of NC school social work licensure, policies, current issues, and reforms in education will also be included. [Dual-listed with SW 4270.]

SW 5500. Independent Study/(1-4).On Demand. Variable content.

SW 5530-5549. Selected Topics/(1-4).On Demand. This course provides students with an opportunity to study a special topic or combination of topics not otherwise provided for in the Social Work curriculum.

SW 5700. Advanced Social Work Assessment/(3).F. Building on beginning practice skills developed in the MSW foundation year, this required course in the Individuals and Families concentration will provide students with advanced skills for conducting comprehensive, social work theory-based assessments of individuals, couples, and families across the life span. In preparation for interdisciplinary practice, various theoretical perspectives regarding assessment and diagnosis and common classifications of mental health disorders, including diagnostic criteria, will be explored. Prerequisites: successful completion of the MSW foundation curriculum (SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240) or permission of the instructor.

SW 5710. Advanced Social Work Practice with Families/(3).F. This practice course in the Individuals and Families concentration builds on the two practice courses and other content from the MSW foundation year, and integrates content from the advanced assessment course taught in this concentration. It is designed to provide students with theory, intervention techniques, and practice skills for social work practice with families across the life span and in the context of larger environments. Prerequisites: successful completion of the MSW foundation curriculum (SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240) or permission of the instructor.

SW 5720. Individuals and Families Field Practicum and Seminar I/(3).F. The field practicum consists of an agency experience that offers opportunities for advanced practice with children, adults, and families. Students will demonstrate advanced skills in assessment, intervention, and practice with children and adults using an ecological-systems and strengths-based perspective. The seminar will provide an opportunity for students to examine their practice and the influences of theory and policy on practice. Students will complete 240 hours in the practicum. Prerequisites: successful completion of the MSW foundation curriculum (SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240). Graded on an S/U basis.

SW 5730. Advanced Social Work Practice with Children and Adolescents/(3).S. This course is the second practice course in the Individuals and Families concentration under the MSW degree building on Advanced Social Work Practice with Families (SW 5710). It is designed to provide students with a theory, practice skills and techniques for social work practice with children and adolescents. Continued emphasis is given to a family systems theory and ecological systems and strengths-based perspective as it applies to treatment for children and adolescents within a social work practice context. Prerequisites: successful completion of SW 5700, SW 5710, and SW 5720 or permission of the instructor.

SW 5740. Advanced Social Work Practice with Adults/(3).S. This course is the fourth required in the Individuals and Families concentration under the MSW degree. Building on content regarding advanced assessment and practice with families in context, this course provides students with theory, intervention techniques, and practice skills for advanced social work practice with adults across the life span. Attention to the vast differences among adults, and to the meanings and influence of diverse cultures, organizations, and institutions, will serve as the framework for this course. Prerequisites: successful completion of SW 5700, SW 5710, and SW 5720 or permission of the instructor.

SW 5750. Individuals and Families Field Practicum and Seminar II/(3).S. The field practicum

consists of an agency experience that offers opportunities for advanced practice with children, adults, and families. Students will demonstrate advanced skills in assessment, intervention, and practice with children and adults using an ecological-systems and strengths-based perspective. The seminar will provide an opportunity for students to examine their practice and the influences of theory and policy on practice. Students will complete 240 hours in the practicum. Prerequisites: successful completion of SW 5700, SW 5710, and SW 5720. Graded on an S/U basis.

SW 5810. Advanced Community Social Work Practice/(3).F. This advanced course focuses on the social work principles of empowerment and social change as they apply to communities. Building upon the foundation introduction to macro community practice and related theories, students will gain a more detailed knowledge of the skills and strategies needed to engage effectively in community organizing, development and planning. Consistent with social work's focus on oppressed and disenfranchised populations, students will explore the concept of community diversity, moving beyond the concept of race/ethnicity. Students will also gain advanced skills in the use of various community assessments. Prerequisites: successful completion of the MSW foundation curriculum (SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240) or permission of the instructor.

SW 5820. Social Welfare Organizational Management/(3).F. Examines the social work professional issues and trends that influence planning and managing human service organizations, including organizational theories and conflict management. Prerequisites: successful completion of the MSW foundation curriculum (SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240) or permission of the instructor.

SW 5830. Community and Organizational Practice Field Practicum and Seminar I/(3).F. The field practicum consists of an agency/organization experience that offers opportunities relative to community and organizational practice. Building on the skills and knowledge learned in the MSW foundation year, students will demonstrate advanced skills in working in the areas of community practice, nonprofit and public administration, and organizational management. The seminar will provide an opportunity for students to examine their practice and the influences of theory and policies on practice. Students will complete 240 hours in the practicum. Prerequisites: successful completion of the MSW foundation curriculum (SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240). Graded on an S/U basis.

SW 5840. Nonprofit and Public Human Services Administration/(3).S. This course provides students with the knowledge and skills to become effective leaders within nonprofit and public human service organizations. Students will have the opportunity to learn about key organizational issues such as organizational goals and objectives, strategic planning, personnel and Board management, fundraising, proposal writing, and budget development and oversight. Prerequisites: successful completion of SW 5810, SW 5820, and SW 5830 or permission of the instructor.

SW 5850. Community and Organizational Cultures/(3).S. This advanced course in the Communities and Organizational Management concentration under the MSW degree builds on the theories of community from SW 5220 and SW 5810, and management skills and organizational theories from SW 5820. Students will develop the skills needed to critically analyze the nuances of organizational and community cultures from a social work perspective. Students will also gain advanced skill in applying social work concepts such as empowerment and social justice to their analysis. Finally, students will be exposed to a variety of tools for examining organizational and community culture and will explore social work interventions to form, maintain, change and manage organizational community cultures. Prerequisites: successful completion of SW 5810, SW 5820, and SW 5830 or permission of the instructor.

SW 5860. Community and Organizational Practice Field Practicum and Seminar II/(3).S. The field practicum consists of an agency/organization experience that offers opportunities relative to community and organizational practice. Building on the skills and knowledge learned in the MSW foundation year, students will demonstrate advanced skills in working in the areas of community practice, nonprofit and public administration, and organizational management. The seminar will provide an opportunity for students to examine their practice and the influences of theory and policies on practice. Students will complete 240 hours in the practicum. Prerequisites: successful completion of SW 5810, SW 5820, and SW 5830. Graded on an S/U basis.



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Department of Sociology, College of Arts and Sciences

Graduate Courses in Sociology (SOC)

www.soc.appstate.edu

Amy Page, Department Chair

SOC 5025. Advanced General Sociology/(3).SS. Systematic critical analysis of the state of the sociology discipline and of major sociological principles and ideas.

SOC 5110. Advanced Research Methods I (3).S. 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. Sociological Theory (3).S. A review of the classical foundations of sociological theory and how they inform contemporary theoretical efforts in sociology. The explanatory and substantive emphases of current sociological paradigms are examined as well.

SOC 5270. Complex Organizations/(3).On Demand. An examination of theories of large scale organizations with a substantive, comparative analysis of types of organization such as bureaucratic, prison, hospital, industrial, scientific, and voluntary organizations.

SOC 5300. Appalachia in Social Context/(3).S. Examines the social relationships among the people who inhabit the geographical region known as Appalachia. Focus upon the social history, demography, and social institutions of the region.

SOC 5350. Contemporary Social Issues/(3).SS. A critical analysis of some of the major social issues in American society. Emphasis will be placed upon the theoretical and empirical implications of social attitudes toward the explanation, treatment, and public policy decisions related to these issues.

SOC 5400. Sociology of Adult Development and Aging/(3).F. A sociological approach to the study of the stages of adult life. This will include current theory and research on the processes of development and age-related changes during the adult years.

SOC 5420. Health Care and Aging/(3).S. An analysis of how aging related changes impact the range and delivery of health care programs. Issues considered include health, long-term care, elder abuse, family care giving patterns, health insurance models, and how cost, quality, and access impact health care for the elderly.

SOC 5500. Independent Study/(1-4).On Demand.

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 5550. Housing for Older Adults (3). S. Provides an understanding of specific traditional and alternative living arrangements for older adults. Students will explore the inherent conflict between long-term demographic trends and relatively recent housing policies that impact the available options. Information will come from government agencies such as the Department of Housing and Urban Development and the Administration on Aging, private providers of specific housing alternatives such as Sun City, and advocacy groups such as AARP and the National Council on the Aging.

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 5600. Political Sociology/(3).S.Alternate years. An analysis of the social influences on political behavior, the relationship between political and other institutions, the uses and abuses of political power. [Dual-listed with SOC 4600.]

SOC 5630. Programs and Services for Older Adults/(3).F. This course focuses on both policy and practice issues related to services for older adults. Drawing on basic and applied research, the current and long-term impact of an aging society on social institutions as well as relevant modes of practice in addressing the needs of the older population are emphasized.

SOC 5650. Women in the Justice System/(3).S. This course will explore issues related to women in the criminal justice system. It will examine the types of crime committed by women, treatment of women by police, courts, and the correctional system, women's victimization by battering, rape, and harassment, and women in non-traditional criminal justice occupations. [Dual-listed with SOC 4650.]

SOC 5710. Rural and Urban Communities/(3).S.Alternate years. Analysis of the structure and functioning of rural and urban communities; social organization and change within and among communities.

SOC 5750. Social Stratification/(3).F;S. A study of the distribution of wealth, power, privilege, and prestige. The course examines conservative, liberal, and radical explanations of human inequality. Cross-cultural and comparative analysis is used to focus on various problems of inequality and their consequences. [Dual-listed with SOC 4750.]

SOC 5800. Sociology of the Family/(3).F;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. [Dual-listed with SOC 4800.]

SOC 5900. Internship: Field Experience/(3-12).F;S;SS. Supervised placement in a setting which provides an opportunity to observe and practice sociological skills. Graded on an S/U basis.

SOC 5950. Globalization and Population/(3).On Demand. This course examines how worldwide changes have given rise to global organizations, global inequities and some environmental degradation. Special emphasis is placed on how the population dynamics of fertility, mortality and migration underlie many global issues and create new conflicts. [Dual-listed with SOC 4850.]

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

SOC 5990. Advanced Research Methods II (3).SS. Content focuses upon quantitative and qualitative data analysis. Prerequisite: SOC 5110.

SOC 5999. Thesis/(1-6).F;S. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.



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Sustainable Development Department, College of Fine and Applied Arts

Graduate Courses in Sustainable Development (SD)

sd.appstate.edu

Sandra Lubarsky, Department Chair

SD 5050. Foundations of Sustainable Development/(3).F. This course presents a broad foundation in sustainable development. It demonstrates the transdisciplinary and polymethodic character of sustainable development, and provides an introduction to the relevance of a variety of disciplines, such as economics, bio-physical sciences, ethics, appropriate technology, cultural anthropology, and planning to this transdisciplinary nexus. Students will also be introduced to the significance of method in generating knowledge, and to the challenges involved in integrating information generated by means of differing methods. Students will explore the foundations of sustainable development historically, economically, scientifically, and cross-culturally. Students will be introduced to professional opportunities in sustainable development and begin research in internship opportunities.

SD 5100. Agroecology Practices, Systems and Philosophies/(4).On Demand. This course will provide an in-depth exploration of (1) the ethical and philosophical roots of conventional and alternative agriculture, and (2) the biological, economic and social aspects of different agricultural systems and practices developed in response to perceived shortcomings of conventional modern agriculture. Alternative practices and systems to be compared and contrasted in this course include nature farming, permaculture, biodynamic agriculture, biointensive gardening, and agroforestry (additional systems and practices may be added or substituted based on class interest and consensus). In laboratories, students will have the opportunity to (1) learn about, and gather basic data on the biophysical, ecological and social aspects of the Sustainable Development Teaching and Research farm that are necessary to start and operate a garden based on sustainable principles; (2) combine theory and practice of vegetable, fruit and/or small animal production using a 'learning-by-doing' approach; and (3) provide leadership to work teams of students on the farm. Lecture three hours, laboratory three hours.

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

one sophomore or higher level course in environmental science, or the equivalent of these.

SD 5500. Independent Study/(1-3).On Demand.

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



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Department of Technology and Environmental Design, College of Fine and Applied Arts

Graduate Courses in Graphic Arts & Imaging Technology (GRA), Industrial Design (IND), and Technology (TEC)

www.tec.appstate.edu

Jerianne Taylor, Interim Department Chair

Graphic Arts & Imaging Technology (GRA)

GRA 5512. Advanced Electronic Imaging/Cross Media (3).F;S. This course addresses advanced concepts and practices pertaining to digital electronic imaging. To include: advanced techniques such as color management, image adjustment, scanning, color correction, masking, edge selection, and special effects, as well as an in-depth application of problem-solving analysis in creating effective image compositions. Lecture two hours, laboratory two hours. Prerequisite: GRA 3102 (Electronic Imaging). [Dual-listed with GRA 4512.]

GRA 5522. Advanced 3D Imaging and Animation (3).S. This course focuses on using advanced texturing techniques, complex shading networks, inverse kinematics and forward kinematics to develop realistic 3D images and animation. Lecture two hours, laboratory two hours. Prerequisite: GRA 3312 (3D Imaging and Animation). [Dual-listed with GRA 4522.]

GRA 5550. Color Management (3).S. This course examines advanced concepts and practices pertaining to color management of production files in print production workflows. The course will include a study of color theory, color spaces, rendering intents, and tools and instrumentation for generating monitor, scanner, camera, press, and printer color profiles. Lecture two hours, laboratory two hours.

GRA 5558. Digital Printing Systems (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. Students enrolled in GRA 5558 will have additional requirements beyond those for students enrolled in GRA 4558 as specified in the syllabus to ensure a more in-depth study. Lecture two hours, laboratory two hours. Prerequisites: GRA 1022 (Electronic Document Design I) and GRA 2522 (Electronic Document Design II) or permission of the instructor. [Dual-listed with GRA 4558.]

GRA 5566. Advanced Flexographic Printing and Packaging (3).S. This course addresses advanced concepts and practices pertaining to the flexographic printing process. To include: advanced techniques such as multi-color spot and process color printing, quality control, corrugated board, image distortion, die calculations, and coatings. Students enrolled in GRA 5566 will have additional requirements beyond those for students enrolled in GRA 4566 as specified in the syllabus to ensure a more in-depth study. Lecture two hours, laboratory two hours. Prerequisites: GRA 3112 (Substrates, Inks, and Toners) and GRA 3882 (Intermediate Flexographic Printing and Packaging) or permission of the instructor. [Dual-listed with GRA 4566.]

GRA 5591. Advanced Printing and Finishing (3).F;S. This course is designed to build on the basics covered in: Introduction to Graphic Communications, Introduction to Printing and Finishing, Introduction to Flexographic Printing and Packaging, and Electronic Imaging. Students will gain experience in advanced techniques in electronic prepress, halftones, duotones, process color, process stripping, process press work, and process control. Lecture two hours, laboratory two hours. Prerequisites: GRA 2012, GRA 3102, GRA 3112, and GRA 3772 or permission of the instructor. May be repeated for a total credit of six semester hours. [Dual-listed with GRA 4591.]

GRA 5622. Current Trends in Graphic Communications Seminar (1).F;S. This course is designed to emphasize current trends, technical movements and problems as they relate to the future of the printing industry. Classes will focus on group discussions related to these and other current issues. Students will be required to refer to academic experiences, internship experiences and library skills to participate in discussions. Laboratory two hours. [Dual-listed with GRA 4622.]

Industrial Design (IND)

IND 5557. Design for Manufacture (3).F. The design, development, and mass production of a manufactured product. To include market survey, design selection, prototype construction, development of jigs and fixtures, and implementation of process planning and control systems. Lecture two hours, laboratory two hours. [Dual-listed with IND 4557.]

Technology (TEC)

TEC 5000. Research in Technology (3).S. A comprehensive study of the types, components, methods, and tools of research. Emphasis is placed on promoting an understanding of research design, statistical analysis, searching literature, data collection, and publication of results. The student is required to prepare a proposal for research that will expand knowledge within the field of concentration.

TEC 5119. Industrial Leadership, Organization, and Communication (3).F. Current principles of leadership, organization, and communication as they relate to industrial settings. Emphasis will be placed on the driving forces of change, change agents, and how to be successful managing the necessary elements of change for effective utilization of human resources. Case studies will be provided to study how successful companies are responding to the new demands of leadership, organization, and communication.

TEC 5129. Project Management (3).S. The study of management procedures, techniques, and practices in technical settings. A systems approach to managing processes and solving problems is emphasized. Topics include a variety of tools and techniques that project managers use to achieve success, including economic analysis, basic statistics, decision trees, personnel costing, critical path method, and scheduling software. Students will use spreadsheets to employ many of these techniques.

In addition, the course investigates personnel relations, leadership techniques, facility layout and design, just-in-time inventory, planning for expansion, and other management issues.

TEC 5139. Technology and Culture (3).S. A study of the complex relationships between culture, society, science and technology through selected readings, seminar discussion, written critiques and conferencing. Examples of these relationships will be taken from historical accounts and from analyses of contemporary societies, both industrial and non-industrial. Emphasis will be on the technical and sociocultural dimensions within the technical areas of energy and the environment, transportation, communication, and production systems.

TEC 5149. Entrepreneurship in Technology and Science (3).F. This course focuses on theories and strategies that are necessary for successful entrepreneurial activity in the fields of technology and science. Using a diverse set of resources including outside speakers, targeted readings, videos, personal exploration, and discussion, students will define their own potential entrepreneurial paths. The final project involves the development of a complete business plan.

TEC 5210. Theory and Practice of Engineering Thermodynamics (3).S. The course covers the fundamentals of thermodynamics relevant to renewable energy and building energy systems, including thermodynamic properties, energy and mass conservation, enthalpy, entropy, the laws of thermodynamics, analysis of thermodynamic systems, reversible and irreversible processes, gas cycles, and vapor cycles. Thermodynamic principles are applied to renewable energy and building energy situations. This course is designed for students who have completed introductory coursework in thermodynamics at the undergraduate level.

TEC 5220. Theory and Practice of Thermal Fluid Systems (3).F. This course provides an integrated development of fundamental principles of fluid mechanics and heat transfer with practical applications in renewable energy and building energy systems. Topics include radiant heat exchange, combined modes of heat transfer, computer techniques in heat transfer analysis and design, environmental heat transfer, integral and differential analysis of fluids, potential flow, boundary layer analysis, flow in closed and open channels, flow dynamics of turbomachinery, and steady and unsteady flows.

TEC 5260. Renewable Energy Engineering (3).F. This course covers the science of renewable energy resources; energy conversion processes used in solar, wind, water, and biomass systems; and the engineering and analysis of systems that harvest these resources. Hydrogen and other storage mechanisms will be considered. System outputs, limitations, and optimization will be investigated. The design of both residential- and unity-scale systems will be explored. Software will be used to aid qualitative and quantitative understanding of these systems. The course will include classroom, hands-on design, and field experiences.

TEC 5270. Advanced Computer Modeling of Renewable Energy (3).S. This course provides an extensive and an in-depth look at modeling software packages used in the renewable energy industry. Topics may include wind farm design (WindPRO) and thermal modeling (TRNSYS). Renewable energy system design and engineering will be quantitatively explored, as will performance estimation and optimization. Topics will be presented as case studies, with systematic problem solving emphasized throughout and final reports produced. Prerequisite: a good working knowledge of Excel/spreadsheet software is required.

TEC 5309. Computer Networking (3).S.Even-numbered years. An introduction to computer networking technologies is presented. The representation of information by analog and digital electrical signals will be discussed. Methods of modulation, multiplexing, encoding, and the transmission of information along the media will be presented. Networking topologies, protocols, and in particular the

OSI reference model will be presented. Software and hardware requirements for the implementation of Local Area Networks (LANs) will be emphasized. In particular, developing the skills needed for installation, troubleshooting, and optimization of networks will be the primary goal of the course.

TEC 5380. Advanced Building Science (3).F. This course is an advanced study of the physical principles behind the interaction of buildings with the environment, as well as the performance of heating, cooling, ventilation, and humidity control equipment. The coursework emphasizes recent research into the various fields of diagnostic building studies, indoor air quality, air flow, comfort, moisture flow and control, and HVAC systems. In addition to discovering how to predict building performance via calculations, students will use a variety of diagnostic tools to test buildings and building materials. Prerequisite: TEC 5708.

TEC 5390. Building Thermal Systems Engineering (3).S. This course investigates heating, cooling, humidity control, and ventilation and their effects on thermal comfort and energy consumption in the built environment. Traditional, high performance, and emerging technologies and practices are studied in the context of energy efficiency. Load calculations, system specification, integration, and whole-building control models are explored.

TEC 5409. Technical Presentations (3).F.Odd-numbered years. A study and development of technical reports and presentations. Emphasis is placed on presentation production methods and materials including computer applications.

TEC 5410. Integrated Design Studio (6).S. In this course, students will participate as members of a multidisciplinary design team with a goal of generating comprehensive plans for low-impact, high-performance buildings. The integrated design studio setting will emphasize the ways in which design and construction are intertwined by focusing on “buildable” designing, planning, and estimating using building information modeling (BIM). Emphasis will also be placed on incorporation of energy efficiency strategies, renewable energy systems, and alternative construction systems. In addition, students will employ design innovation and research strategies, with a goal of creating unique systems that might result in development of intellectual property.

TEC 5420. Sustainable Design/Build Laboratory (3).SS. In this course, students will transition from creation of digital design models to construction of physical components. Construction administration design activities will include creation of shop drawings for fabrication of components as well as design revisions. In addition, management activities such as final cost estimation, final planning and scheduling, permitting, and site preparation will occur.

TEC 5430. Project Site Administration (3).F. Students will serve in leadership roles on final implementation of a sustainable building project, which may include pre-fabrication of building components and/or on-site assembly. As team managers, students will oversee all facets of project administration, including monitoring budgets, subcontractors, and site logistics. The overall goal of the project is construction that minimizes environmental impact in all aspects of the design/build process.

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 5525. Product of Learning (1-3).On Demand. Graded on an S/U basis.

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

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 (Wood Technology). [Dual-listed with TEC 4555.]

TEC 5560. Advanced Problems in Technical Areas (1-2).On Demand. Individual research. Areas to be determined by need, background, and interest. Prerequisite: must have been admitted to candidacy.

TEC 5565. Applied Furniture Design and Construction (4).On Demand. 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 (Advanced Wood Technology). [Dual-listed with TEC 4565.]

TEC 5573. Control System Technology (3).S. A detailed study of the architecture of modern programmable control systems. The course will include computation, machine representation of information, storage structures, buses, input/output interfacing, peripheral devices, and instruction codes. Theory to be reinforced by hands on experience. Some theory and practical experience in Programmable Logic Controllers (PLC) will be introduced. Lecture two hours, laboratory two hours. [Dual-listed with TEC 4573.]

TEC 5592. Advanced Screen Process Printing (3).On Demand. Advanced laboratory practice in transfer and direct photographic screen printing with emphasis on multicolor printing, cylinder printing and finishing techniques. Lecture one hour, laboratory four hours. [Dual-listed with TEC 4592.]

TEC 5604. Sustainable Transportation (3).On Demand.This course focuses on emerging technologies and strategies for creating sustainable transportation systems. Specific topics may include: public transportation strategies, bicycle technologies, electric vehicles, energy efficient transportation options, and alternative fuels such as biodiesel, alcohol, natural gas, and hydrogen. The environmental, social, economic, and technological aspects of these options will be explored. Students will complete a significant independent project. Lecture three hours.

TEC 5605. Sustainable Resource Management (3).On Demand.This course focuses on material efficiency strategies, recycling, composting, and the concept of life cycle design. A range of resource management philosophies, technologies, and techniques will be discussed and analyzed. Students will complete a significant independent project. Lecture three hours.

TEC 5606. Sustainable Water and Wastewater Technology (3).On Demand. Traditional and alternative water and wastewater treatment methods and technologies will be addressed in this course. Students will study how to analyze the water cycle and develop water management strategies that are both economically and environmentally sustainable. Topics may include water availability, water quality and purification techniques, water quality assessment, water pumping, water use efficiency, grey water, composting toilets, "living machines," and water use policies. Students will complete a significant independent project. Lecture three hours.

TEC 5607. Wind and Hydro Power Technology (3).F;S. This course will introduce students to the basic concepts, tools, techniques and materials needed to design and construct systems that convert wind and hydro resources into electricity. Students will have the opportunity to learn how to measure these renewable resources and to estimate the power that could be produced from them. They will also

have the opportunity to learn how to design and construct complete renewable electricity systems and become familiar with many contemporary products used in renewable electricity systems. The course will include classroom and “hands-on” design, construction and possibly some field trip experiences outside of class. Lecture two hours, laboratory two hours. Prerequisites: TEC 1728 (Architectural Graphics and Computer Modeling), TEC 2029 (Society and Technology), TEC 2601 (Energy Issues and Technology), TEC 2708 (Construction Technology and Building Codes), TEC 2718 (Building Mechanical Systems), and TEC 3638 (Foundations of Appropriate Technology) or permission of the instructor. [Dual-listed with TEC 4607.]

TEC 5608. Photovoltaic System Design and Construction (3).F;S. This course will introduce students to the basic concepts, tools, techniques and materials needed to design and construct systems that convert solar resources into electricity with photovoltaic (PV) technologies. Students will have the opportunity to learn how to assess the solar resources available at a particular site and how that information can be used to properly design PV systems. They will also have the opportunity to learn how to design and construct complete code compliant photovoltaic systems and become familiar with contemporary trends and products. The course will include classroom and “hands-on” design, construction and possibly some field trip experiences outside of class. Lecture two hours, laboratory two hours. Prerequisites: TEC 1728 (Architectural Graphics and Computer Modeling), TEC 2029 (Society and Technology), TEC 2601 (Energy Issues and Technology), TEC 2708 (Construction Technology and Building Codes), TEC 2718 (Building Mechanical Systems), and TEC 3638 (Foundations of Appropriate Technology) or permission of the instructor. [Dual-listed with TEC 4608.]

TEC 5609. Seminar in Career and Technology Education (3).On Demand. An overview of the historical development and current status of vocational education. Course content and assignments will focus on federal and state legislation; vocational funding; integrated learning; vocational student assessment; work-based learning; the current status and structure of vocational education; and other issues. Lecture three hours.

TEC 5618. Sustainable Building Design and Construction (3).F;S. This course introduces students to the concepts and best practices related to sustainable building design and construction. Course topics include green building certification programs, sustainable building design software, high performance construction practices, resource efficient material selection, sustainable site planning, water efficiency, indoor air quality, and passive solar design. The course also explores a variety of unconventional building techniques and building materials such as straw bale, adobe, cob, and geodesics. Other topics discussed include sustainable community design, low impact development, composting, recycling, and grey water systems. Prerequisite: TEC 2708 (Construction Technology and Building Codes) or permission of the instructor. [Dual-listed with TEC 4618.]

TEC 5619. Curriculum Development in Career and Technology Education (3).SS. Planning and development of teacher- and student- directed activities that align with state curriculum models. Students will create instructional videos and a variety of computer- generated instructional materials for use in technology education and other career and technical education programs. Emphasis is also placed on assessment strategies and on locating, evaluating, and revising existing instructional materials including computer-based materials. Lecture three hours. [Dual-listed with TEC 4619.]

TEC 5628. Solar Thermal Energy Technology (3).F;S. This course will introduce students to the basic concepts, tools, materials and techniques needed to convert solar energy into heat. Specific technologies to be studied include solar cookers, solar dryers, solar water heaters, solar water pasteurization/distillation, solar greenhouses/coldframes, and some house heating systems. Students will develop skills in the use of tools, materials, and processes which effectively and efficiently capture and convert the sun’s energy into thermal energy. The course will include traditional classroom and

“hands on” design, construction and testing activities. Lecture two hours, laboratory two hours. Prerequisites: TEC 1728 (Architectural Graphics and Computer Modeling), TEC 2029 (Society and Technology), TEC 2601 (Energy Issues and Technology), TEC 2708 (Construction Technology and Building Codes), TEC 2718 (Building Mechanical Systems), and TEC 3638 (Foundations of Appropriate Technology) or permission of the instructor. [Dual-listed with TEC 4628.]

TEC 5629. Organization and Management of Career and Technology Education (3).S. Instruction and laboratory experiences in the organization and management of technology education programs, including: selection and sources of equipment and supplies; facility planning; safety organization and management concerns; scheduling; student evaluation; and discipline. Computer applications incorporated throughout. Lecture three hours. [Dual-listed with TEC 4629.]

TEC 5638. Contemporary Problems in Appropriate Technology (3).S. This course is designed to provide students with an overview of contemporary problems facing the Appropriate Technology movement such as affordable and efficient alternative energy systems, small scale production systems, waste management and recycling, bioregional development, community and shelter design and technology transfer methodology. Each student will have the opportunity to explore in-depth a problem of their choosing and will be given guidance in the identification, definition and analysis of their chosen problem. Both library research and prototype or model construction will be required. Lecture three hours. Prerequisite: TEC 4608 (Photovoltaic System Design and Construction) or permission of the instructor. [Dual-listed with TEC 4638.]

TEC 5639. Career and Technical Student Organizations (3).F;S. An in-depth study of career and technical student organizations (CTSOs) and how to organize and manage a local chapter. Related activities such as service learning, establishing an advisory board, and career planning will also be covered. Lecture three hours. [Dual-listed with TEC 4639.]

TEC 5660. Instructional Strategies in Career and Technology Education (3).F. The study of instructional strategies appropriate for use in trade and industry (grades 9-12) and technology education (grades K-12) classrooms. Class discussions will focus on learning theory, design-based instruction, and standards-based instructional planning. Students will prepare unit and lesson plans, prepare and deliver presentations and demonstrations, and engage in K-12 classroom-based observations. Lecture three hours. [Dual-listed with TEC 4660.]

TEC 5670. Seminar (0).F;S. Required of all graduate students. Students will be required to attend all departmental seminars while enrolled as full-time students. Graded on an S/U basis.

TEC 5700. Biofuels Technology (3).F.S. An examination of evolving biofuel technologies such as biodiesel, alcohol, cellulose products, and methane which are being developed to displace depleting fossil fuels (diesel, gasoline, natural gas, and coal). This course will introduce students to the basic concepts, tools, techniques, and materials needed to assess, design, and construct biofuels technology systems. Coursework will include multimedia presentations, lectures, discussions, films, field trips, homework, guest-speakers, and laboratory activities. Topics include: internal combustion engine technology, biodiesel chemistry and physical properties, combined heat-power systems, materials compatibility, by-products, closed-loop designs, energy balance, life cycle assessment, ASTM specifications, fuel analysis, feedstocks, biofuels and agriculture, biofuels in developing countries, ethanol, cellulosic ethanol, biogas and landfill gas, and eco-industrial models. Prerequisites: TEC 2601 (Energy Issues and Technology) and TEC 3638 (Foundations of Appropriate Technology), or permission of the instructor. [Dual-listed with TEC 4700.]

TEC 5708. Building Science (3).On Demand. This course introduces students to the complex ways in

which buildings 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 building 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. Students will be required to conduct a field-based project that includes building science diagnostic testing, analysis of technical data, and preparation of comprehensive written reports. Prerequisites: TEC 2708 (Construction Technology and Building Codes), MAT 1020 (College Algebra with Applications) or higher, or permission of the instructor.

TEC 5709. Forecasting and Assessment of Technology (3).On Demand. This course examines three main subjects: 1) Methodologies developed to forecast technological growth, including economic analysis of emerging technologies. 2) Procedures and methods for assessing the impact of technologies on the economy, the environment, and society. 3) Societal issues regarding both technological growth and studying the future of technology.

TEC 5711. Computer Modeling of Renewable Energy Systems (3).F;S. This course will introduce students to a variety of software packages for modeling the performance of renewable energy systems, and will help them develop proficiency in their use. Software packages may include Excel, FChart, PVFChart, BLCC, HOMER, WindCAD, RETScreen, and ARCReader. Students will study how to predict the performance of a variety of solar heating technologies, photovoltaics, wind turbines, and solar house designs. The economics and environmental benefits of renewable energy systems will also be explored. File formats and memory allocation schemes, as they relate to understanding data storage, will be discussed. Effective problem solving skills will be emphasized throughout the course. Prerequisites: TEC 2601 (Energy Issues and Technology) and TEC 3638 (Foundations of Appropriate Technology), or permission of the instructor. [Dual-listed with TEC 4711.]

TEC 5718. Construction Management (3).On Demand. This course introduces students to the mechanics of managing construction projects and personnel. Organizational structures, required licenses, codes, permits, safety requirements, personnel management, customer relations, scheduling, accounting, insurance, and financing are addressed. Special attention is given to the use of computer software, such as spreadsheets and scheduling programs, for construction management activities. Prerequisites: MAT 1025 (Algebra and Elementary Functions) or higher, TEC 2708 (Construction Technology and Building Codes), TEC 2718 (Building Mechanical Systems), TEC 2738 (Commercial Construction Technology), TEC 3718 (Construction Estimating), and basic knowledge of computer word processing, Internet procedures, and spreadsheets, or permission of the instructor. [Dual-listed with TEC 4718.]

TEC 5728. Commercial Building Design (3).F;S. This is an advanced level course exploring the broad field of architectural building design. It investigates the details of buildings, from structural elements to decorative components. Students have the opportunity to learn a variety of design development techniques, including manual drafting, sketching and rendering, computer-aided drafting and design (CADD), and model building. Required course projects include a full set of construction drawings for a commercial building using CADD software, as well as a rendering and model of the building. Students will also research and prepare a detailed report on a historical or current topic in architecture. Prerequisite: TEC 3728 (Residential Architecture).

TEC 5758. Planning and Scheduling (3).F;S. This course introduces students to the complex process of planning for construction projects. The course covers project planning and scheduling, determining and leveling project resources, estimating, budgeting, and cost control for construction projects. Special attention will be given to the use of specialized scheduling software for construction management

activities. Prerequisites: MAT 1025 (Algebra and Elementary Functions) or higher, TEC 2708 (Construction Technology and Building Codes), TEC 2718 (Building Mechanical Systems), TEC 2738 (Commercial Construction Technology), TEC 3718 (Construction Estimating), or permission of the instructor. [Dual-listed with TEC 4758.]

TEC 5809. Research and Development in Technical Areas (3).F. In this course, students will be required to design and carry out an original research project, including data collection and analysis and preparation of a research report for publication consideration. Prerequisite: TEC 5000 (Research in Technology) or permission of the instructor.

TEC 5900. Internship (3-6).On Demand. A guided practical experience in an industrial or business setting. No more than three hours can be applied to a graduate program of study. Graded on an S/U basis.

TEC 5909. Computer Uses for Technical Research and Development (3).F. A seminar course with an emphasis on the effective use of computer applications used in technical areas. Designed to allow for research and development activities related to the specific needs of individual students.

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

TEC 5999. Thesis (3-6).On Demand. Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

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Department of Theatre and Dance, College of Fine and Applied Arts

Graduate Courses in Dance (DAN) and Theatre (THR)

www.theatre.appstate.edu

Marianne Adams, Department Chair

Dance (DAN)

DAN 5460. Somatics/(3).F;S. This is a survey course exploring several different approaches to body-centered learning. A broad overview of current conditioning and therapeutic bodywork methods will be introduced and explored. The course will be lecture and experiential in nature. [Dual-listed with DAN 4460.]

DAN 5480. Pilates Conditioning II/(2).F;S. A second level study of the Pilates method, based on the concepts of centering, concentration, control, precision, breath and flow. This course will introduce the equipment and the apparatus developed by Joseph H. Pilates. May be repeated one time for credit. Prerequisite: DAN 3480 (Pilates Conditioning I) or permission of the instructor. [Dual-listed with DAN 4480.]

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

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

Theatre (THR)

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

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