GRADUATE BULLETIN
1997-1999

Appalachian
STATE UNIVERSITY

ACADEMIC CALENDAR FOR 1997-1998, 1998-1999

Fall Semester, 1997

Aug. 18	Registration/faculty meetings
Aug. 19	Advance drop/add
Aug. 20	First day of classes
Aug. 26	Last day to add a class
Sept. 1	Labor Day holiday
Sept. 4	Convocation (classes cancelled from 8:00 AM - 12:30 PM)
Oct. 9-10	Fall break
Oct. 24	Last day to drop a class
Nov. 26-28	Thanksgiving holidays
Dec. 10	Last day of classes
Dec. 11	Reading day
Dec. 12-17	Final examinations
Dec. 20	Commencement

Spring Semester, 1998

Jan. 8	Registration/faculty meetings
Jan. 9	Advance drop/add
Jan. 12	First day of classes
Jan. 16	Last day to add a class
Jan. 19	Martin Luther King, Jr. holiday
March 2-6	Spring break
March 23	Last day to drop a class
April 9-10	Easter holidays
May 6	Last day of classes
May 7	Reading day
May 8-13	Final examination period
May 16 & 17	Commencement (undergraduate and graduate)

First Session of Summer School, 1998

May 25	Registration
May 26	First day of classes
May 27	Last day to add a class
June 12	Last day to drop a class
June 25	Last day of classes

Graduate/Teacher Term, 1998

June 8	Registration/first day of classes
June 9	Last day to add a class
June 22	Last day to drop a class
July 1	Last day of classes
July 3	Independence Day holiday

Second Session of Summer School, 1998

July 6	Registration
July 7	First day of classes
July 8	Last day to add a class
July 24	Last day to drop a class
Aug. 6	Last day of classes

Fall Semester, 1998

Aug. 17	Registration/faculty meetings
Aug. 18	Advance drop/add
Aug. 19	First day of classes
Aug. 25	Last day to add a class
Sept. 7	Labor Day holiday
Sept. 10	Convocation (classes cancelled through 12:30 p.m.)
Oct. 15-16	Fall break
Oct. 23	Last day to drop a class
Nov. 25-27	Thanksgiving holidays
Dec. 9	Last day of classes
Dec. 10	Reading day
Dec. 11-16	Final examination period (excluding Sunday, Dec. 13)
Dec. 19	Commencement

Spring Semester, 1999

Jan. 7	Registration/faculty meetings
Jan. 8	Advance drop/add
Jan. 11	First day of classes
Jan. 15	Last day to add a class
Jan. 18	Martin Luther King, Jr. holiday
March 1-5	Spring break
March 22	Last day to drop a class
April 1-2	Easter holidays
May 5	Last day of classes
May 6	Reading day
May 7-12	Final examination period (excluding Sunday, May 9)
May 15 & 16	Commencement

First Session of Summer School, 1999

May 24	Registration
May 25	First day of classes
May 26	Last day to add a class
June 11	Last day to drop a class
June 24	Last day of classes

Graduate/Teacher Term, 1999

June 7	Registration/first day of classes
June 8	Last day to add a class
June 21	Last day to drop a class
June 30	Last day of classes
July 2	Independence Day holiday

Second Session of Summer School, 1999

July 5	Registration
July 6	First day of classes
July 7	Last day to add a class
July 23	Last day to drop a class
August 5	Last day of classes

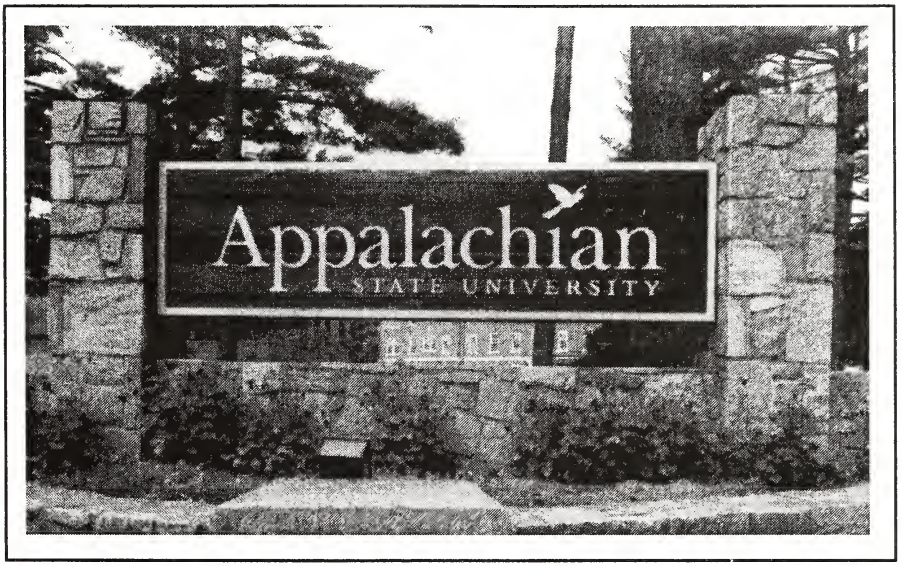
University Information Center (704) 262-2179

Appalachain State University Homepage: http://www.appstate.edu

Graduate Bulletin

(USPS 028-220)

Announcements for 1997-98, 98-99
Vol. LXXXVII



Published biennially by Appalachian State University. Entered as second class matter at the Post Office at Boone, North Carolina, under the Act of Congress, August 24, 1912. Postage has been paid at Boone, North Carolina. Postmaster: send address corrections to the Office of Graduate Studies and Research, Dougherty Administration Building, Appalachian State University, Boone, North Carolina, 28608.

Appalachian State University is committed to equality of educational opportunity and does not discriminate against applicants, students or employees based on race, color, national origin, religion, gender, age, disability, or sexual orientation. Moreover, Appalachian State University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of black students.

23,500 copies of this public document were printed at a cost of $19,881, or 84 cents per copy.

We would like to know if you are receiving this publication against your will or if you receive more copies than you need. If you want to be removed from the *Graduate Bulletin* mailing list, or if you receive more than one copy, please let us know by calling 704/262-2130 or writing to the address shown on this publication.

Table of Contents

The Register 4

The Graduate Faculty 9

The Cratis D. Williams Graduate School 30

The University 31

The Division of Continuing Education 45

Admissions 48

Expenses and Financial Aid 52

Degree Requirements 60

Academic Regulations 68

The College of Arts and Sciences 77
Anthropology; Appalachian Studies; Biology; Chemistry; English; Foreign Languages and Literatures; Geography and Planning; Geology; Gerontology; History; Mathematical Sciences; Philosophy and Religion; Physics and Astronomy; Political Science and Criminal Justice; Psychology; Social Science; Sociology and Social Work

The College of Business 79
Accounting; Economics; Finance, Insurance and Real Estate; Information Technology and Operations Management; Management; Marketing

The Reich College of Education 81
Curriculum and Instruction; Educational Leadership; Human Development and Psychological Counseling; Language, Reading, and Exceptionalities; Leadership and Educational Studies

The College of Fine and Applied Arts 83
Art; Communication; Family and Consumer Sciences; Health, Leisure and Exercise Science; Technology; Theatre and Dance

The School of Music 84
Music

Departments, Programs and Course Descriptions

Accounting 85
Anthropology 90
Appalachian Studies 92
Art 94
Biology 97
Business Administration 102
Chemistry 106
Communication 108
Curriculum and Instruction 109
Economics 123
Educational Leadership 126
English 131
Family and Consumer Sciences 136
Finance, Insurance, and Real Estate 142
Foreign Languages and Literatures 145
Geography and Planning 154
Geology 158
Gerontology 159
Health, Leisure and Exercise Science 163
History. 170
Human Development and Psychological Counseling 177
Information Technology and Operations Management 194
Language, Reading, and Exceptionalities 198
Leadership and Educational Studies 214
Management 239
Marketing 244
Mathematical Sciences 245
Music 254
Philosophy and Religion 262
Physics and Astronomy 263
Political Science and Criminal Justice 266
Psychology 274
Social Science 285
Sociology and Social Work 290
Technology 293
Theatre and Dance 303

The Register

THE UNIVERSITY OF NORTH CAROLINA
Sixteen Constituent Institutions

MOLLY CORBETT BROAD, B.A., M.A., Ph.D. - President
ROY CARROLL, B.A., M.A., Ph.D. - Vice President-Academic Affairs
JUDITH PULLEY, B.A., M.A., Ph.D. - Vice President-Planning
NATHAN SIMMS, JR., B.S., M.S., Ph.D. - Vice President-Student Services and Special Programs
WILLIAM O. McCOY, B.S., M.S. - Vice President-Finance
JASPER D. MEMORY, B.S., Ph.D. - Vice President-Research and Public Service
DAVID G. MARTIN, B.A., LL.B. - Vice President-Public Affairs
ROSALIND R. FUSE-HALL, B.A., J.D. - Secretary of the University
RICHARD H. ROBINSON, JR., A.B., LL.B. - Assistant to the President
GARY BARNES, B.A., M.S., Ph.D., - Vice President-Program Assessment and Public Service

BOARD OF GOVERNORS
The University of North Carolina

C. Clifford Cameron (Chairman)
1970 Two First Union Center
Charlotte, NC 28288-0016
(704) 374-6470

Benjamin S. Ruffin (Vice-Chairman)
Post Office Box 2959, 14 Reynolds
Winston-Salem, NC 27102
(910) 741-3512

John F.A.V. Cecil (Secretary)
Post Office Box 5355
Asheville, NC 28813
(704) 274-2000

G. Irvin Aldridge
Post Office Box 339
Manteo, NC 27954
(919) 473-3484

Mark L. Bibbs
Post Office Box 27965
Raleigh, NC 27611-7965
(919) 828-8100

Lois G. Britt
Post Office Box 759
Rose Hill, NC 28458
(910) 289-2111

F. Edward Broadwell, Jr.
Post Office Box 10
Asheville, NC 28802-0010
(704) 254-8144

Robert J. Brown
Post Office Box 2636
High Point, NC 27261
(910) 884-0744, ext. 318

William T. Brown
1840 Broadell Drive
Fayetteville, NC 28301
(910) 483-7179

Derick S. Close
Oakhill Business Park
1337-D Hundred Oaks Drive
Charlotte, NC 28217
(704) 519-4451

Bert Collins
411 W. Chapel Hill Street
Mutual Plaza
Durham, NC 27701
(919) 682-9201

Orville D. Coward, Sr.
705 West Main Street
Sylva, NC 28779-3099
(704) 586-2147

John E. Dervin (ex officio)
216 East Rosemary Street
Chapel Hill, NC 27514
(919) 932-7009

John C. Fennebresque
100 North Tryon Street, Suite 2900
Charlotte, NC 28202
(704) 347-3800

John A. Garwood
453 Mark Lane
North Wilkesboro, NC 28659
(910) 667-9191

James E. Holshouser*
130 Longleaf Drive
Southern Pines, NC 28387
(910) 295-4250

Larnie G. Horton, Sr.
1301 Granada Drive
Raleigh, NC 27612
(910) 864-5515

Wallace N. Hyde
3208 Brantford Place
Raleigh, NC 27607
(919) 968-4472

Jack P. Jordan
Post Office Box 65
Mount Gilead, NC 27306
(910) 439-6121

C. Ralph Kinsey, Jr.
201 South College Street
Charlotte Plaza, Suite 2020
Charlotte, NC 28244
(704) 333-1200

Helen Rhyne Marvin
1941 Villagewood Court
Gastonia, NC 28054

W. Kenneth Morgan, Sr.
1005 Vernon Drive
Jacksonville, NC 28540
(910) 347-1283

D. Samuel Neill
222 Third Avenue West
Hendersonville, NC 28739

Ellen S. Newbold
542 Sheffield Road
Rose Hill, NC 28458

Maxine H. O'Kelley
2219 Sunset Hills Drive
Burlington, NC 27215

Cary C. Owen
7 Greenwood Road
Asheville, NC 28803

Barbara S. Perry
1207 Country Club Drive
Kinston, NC 28501
(919) 523-5107

D. Wayne Peterson
2330 Shawnee Mission Parkway
Westwood, KS 66205
(913) 624-8410

Earl N. Phillips, Jr.
Post Office Box 2730
High Point, NC 27261-2730

Samuel H. Poole*
Post Office Box 2447
Raleigh, NC 27602
(919) 755-1800

Marshall A. Rauch
Post Office Box 609
Gastonia, NC 28053-0609
(704) 867-5333

H. D. Reaves, Jr.
Post Office Box 1540
Fayetteville, NC 28302-1540
(910) 483-3681

Paul J. Rizzo
6330 Quadrangle Drive, Suite 200
Chapel Hill, NC 27514
(919) 489-2600

Joseph E. Thomas
Post Office Box 12249
New Bern, NC 28561-2249

Harold H. Webb
1509 Tierney Circle
Raleigh, NC 27610

*Member Emeritus

1996-97 BOARD OF TRUSTEES

Mr. James T. Broyhill, Chairman ..... Winston-Salem, North Carolina
Mr. F. Bryan Houck, Vice Chairman ..... Gastonia, North Carolina
Ms. Suzanne C. Botts, Secretary ..... Charlotte, North Carolina
Mr. Bradley T. Adcock ..... Durham, North Carolina
Mr. John A. Allison ..... Winston-Salem, North Carolina
Mr. Wayne D. Duncan ..... Raleigh, North Carolina
Mr. David Edmisten ..... Boone, North Carolina
Mr. William K. Hobbs, Jr. ..... Wilmington, North Carolina
Mr. Richard T. Howerton, III ..... Charlotte, North Carolina
Mr. Brent Kincaid ..... Lenoir, North Carolina
Ms. Marva L. McKinnon ..... Statesville, North Carolina
Mr. Kenneth Wilcox ..... Boone, North Carolina
President of the Student Government Association
Chairperson of the Faculty Senate
President of the Staff Council
President of the Alumni Association

HONORARY MEMBERS

Mr. F. P. Bodenheimer, Jr. ..... Greensboro, North Carolina
Mr. B. Irvin Boyle ..... Charlotte, North Carolina
Dr. Hugh Daniel ..... Waynesville, North Carolina
Mr. Lester P. Martin, Jr. ..... Mocksville, North Carolina

ADMINISTRATIVE OFFICERS

Francis T. Borkowski, B.S., M.M., Ph.D., Chancellor
Harvey R. Durham, B.S., M.A., Ph.D., Provost and Vice Chancellor for Academic Affairs
Jane P. Helm, B.A., M.A., C.P.A., Vice Chancellor for Business Affairs
Gregory S. Blimling, B.A., M.S., Ph.D., Vice Chancellor for Student Development
Siegfried E. Herrmann, B.S., M.A., Ph.D., Vice Chancellor for University Advancement

OFFICE OF THE CHANCELLOR

Mr. Dayton Cole ..... University Attorney
Mr. Roachel Laney ..... Athletic Director
Dr. Richard Howe ..... University Equal Opportunity Officer
Mr. Larry T. Nance ..... Director of Personnel Services
Mr. Robert E. Snead ..... Executive Assistant to the Chancellor
Mr. Carroll Brookshire ..... Director of Audits

ACADEMIC AFFAIRS

Dr. Clinton Parker ..... Senior Associate Vice Chancellor for Academic Affairs and Director of Summer Sessions
Dr. Wilber Ward ..... Associate Vice Chancellor for Academic Affairs
Mr. Joe Watts ..... Associate Vice Chancellor for Enrollment Services and Director of Admissions
Dr. Don Sink ..... Dean of the College of Arts and Sciences
Dr. Ken Peacock ..... Dean of the College of Business
Dr. Charles Duke ..... Dean of the College of Education

Dr. Ming Land ..... Dean of the College of Fine and Applied Arts
VACANT ..... Dean of Graduate Studies and Research
(at the time of this publication)
Dr. Art Unsworth ..... Dean of the School of Music
Dr. Melissa Barth ..... Director of the Equity Office
Dr. Bobby Sharp ..... Director of Institutional Research and University Planner
Dr. Jesse Taylor ..... Assistant to the Provost for Minority Concerns
VACANT ..... Assistant to the Provost for Women's Concerns
(at the time of this publication)
Dr. Ruth Currie ..... Director of University Archives and Records
Dr. Richard Parrott ..... Director of the Division of Continuing Education
Mr. Perry Mixter ..... Director of the Office of Cultural Affairs
Mr. Gil Morgenstern ..... Artistic Director of An Appalachian Summer Festival
Dr. Rennie Brantz ..... Director of the Freshman Seminar
Dr. Nancy Spann ..... Director of General Studies
Dr. Don Saunders ..... Coordinator of University Honors
Dr. Jeff Butts ..... Director of the William C. Hubbard Center for Faculty and Staff Support
Mr. Jeff Williams ..... Director of Information Technology Services
Dr. Charles Kreszock ..... Director of the Instructional Technology Center
Dr. Marv Williamsen ..... Director of International Studies
Dr. Mary Reichel ..... University Librarian
Dr. Steven Dyche ..... Director of the Math and Science Education Center
Mr. Brooks McLeod ..... Registrar

BUSINESS AFFAIRS

Dr. Alfred V. Rapp ..... Associate Vice Chancellor for Administration
Mr. Bob Baker ..... Controller
Mr. Larry Bordeaux ..... Director, Physical Plant
Mr. Claude Cooper ..... Director of Administrative Support Services
Mr. Ron Dubberly ..... Director, Food Services
Mr. Rick Nicholson ..... Director, University Bookstore
Dr. Clyde Robbins ..... Director, Design and Construction
Mr. Roy A. Tugman ..... Director of Public Safety/University Police

STUDENT DEVELOPMENT

Ms. Barbara Daye ..... Dean of Students and Associate Vice Chancellor for Student Development
Mr. Robert Feid ..... Associate Vice Chancellor for Student Development
Ms. Barbara Stewart ..... Director of African American Student Development
Dr. David Ball ..... Director of the Career Development Center
Ms. Deborah Lawrence ..... Assistant Director of the Career Development Center
Ms. Sharon Jensen ..... Assistant Director of the Career Development Center
Mr. Wesley Weaver ..... Assistant Director of the Career Development Center
Mr. Dino DiBernardi ..... Director of the Center for Student Involvement and Leadership
Mr. James Street ..... Assistant Director of the Center for Student Involvement and Leadership
Ms. Peggy Eller ..... Director of the Child Development Center

Dr. Dan Jones ..... Assistant Director of Counseling Center
Mr. Bradley Reid ..... Director of Housing Operations
Mr. Patrick Tuttle ..... Assistant Director of Housing Operations
Mr. Richard L. Geis ..... Director of Residence Life
Mr. Scott Ranger ..... Assistant Director of Residence Life
Ms. Tierza Watts ..... Assistant Director of Residence Life
Ms. Esther Captain ..... Director of Student Financial Aid
Ms. Kay Stroud ..... Associate Director of Student Financial Aid
Ms. Sandi McGuire ..... Assistant Director of Student Financial Aid
Dr. William Derrick ..... Director of Student Health Services
Mr. Lee H. McCaskey ..... Director of Student Judicial Affairs
Mr. Peter Wachs ..... Director of Student Life and Learning Research
Mr. Dave Robertson ..... Director of Student Programs
Ms. Susie Greene ..... Director of Testing
Mr. Joseph Carter ..... Director of University Recreation

UNIVERSITY ADVANCEMENT

Mr. Clifton B. Metcalf ..... Associate Vice Chancellor for Public Affairs
Mr. Grady Pitts ..... Director of Development, College of Education
Mr. Mike Warner ..... Director of Arts Development
Ms. Barbara Burgin ..... Director of Alummi Affairs
Ms. Verdola Cook ..... Director of Financial Operations, ASU Foundation
Mr. Wayne Clawson ..... Director of Planned Giving
Ms. Jane Nicholson ..... Director of News Bureau
Mr. Gerald Adams ..... Director of Yosef Programs
Mr. Rick Stegall ..... Director of Athletic Development
Mr. Brent Thomas ..... Director of Annual Giving
Ms. Patty Wheeler ..... Director of Development, University Library

Graduate Faculty

ACCOUNTING

Members

William M. Baker, Associate Professor
Ph.D., Virginia Polytechnic Institute and State University

Kevin S. Barrett, Associate Professor
Ph.D., Virginia Polytechnic Institute and State University

F. Eugene Butts, Professor
Ed.D., University of Northern Colorado

Randal K. Edwards, Professor and Chairperson
Ph.D., University of Tennessee

Timothy B. Forsyth, Associate Professor
Ph.D., The University of Alabama

Raymond L. Larson, Professor
Ph.D., University of Oregon

Alvaro Martinelli, Professor
Ph.D., North Texas State University

Kenneth E. Peacock, Professor and Dean of the College of Business
Ph.D., Louisiana State University

William B. Pollard, Professor
Ph.D., University of South Carolina

Philip R. Witmer, Assistant Professor
Ph.D., George Washington University

Associate Member

Claudia L. Kelley, Assistant Professor
Ph.D., University of Alabama

ANTHROPOLOGY

Members

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

Patricia D. Beaver, Professor
Ph.D., Duke University

Brian C. Bennett, Professor
Ph.D., Southern Illinois University

Jefferson C. Boyer, Associate Professor
Ph.D., University of North Carolina at Chapel Hill

Cheryl Claassen, Associate Professor
Ph.D., Harvard University

Susan E. Keefe, Professor and Chairperson
Ph.D., University of California, Santa Barbara

Larry R. Kimball, Assistant Profesor
Ph.D., Northwestern University

Gregory G. Reck, Professor
Ph.D., Catholic University of America

Thomas R. Whyte, Associate Professor
Ph.D., University of Tennessee at Knoxville

APPALACHIAN STUDIES

Member

Patricia D. Beaver, Professor and Interim Director of the Center for Appalachian Studies
Ph.D., Duke University

ART

Members

Joan Smyly Durden, Associate Professor
B.S., M.F.A., Old Dominion University

Sherry Edwards, Professor
M.F.A., The Ohio University

Judy Lucille Humphrey, Professor
B.F.A., M.F.A., University of Georgia

Ara Edison Midgett, Associate Professor
M.F.A., East Carolina University

William G. Phifer, Professor
M.F.A., Ohio University

Eric Purves, Associate Professor
Ph.D., University of Missouri

Marilyn Crafton Smith, Professor
Ph.D., University of Iowa

Marianne Stevens Suggs, Professor
Ph.D., University of Maryland

Barbara Yale-Read, Associate Professor
M.F.A., East Tennessee State University

Associate Members

Mary K. Martindale, Associate Professor and Interim Chairperson
M.F.A., University of North Carolina at Chapel Hill

James Toub, Assistant Professor
Ph.D., Boston University

Gale Maire Weitz, Assistant Professor
Ph.D., University of Wisconsin at Madison

BIOLOGY

Members

Mary U. Connell, Professor
Ph.D., Kent State University

Robert P. Creed, Assistant Professor
Ph.D., Michigan State University

Ruth Ann Dewel, Adjunct Assistant Professor
Ph.D., University of Houston

William C. Dewel, Professor
Ph.D., University of Houston

William E. Dobson, Assistant Professor
Ph.D., University of South Carolina, Columbia

Edgar D. Greene, Jr., Professor
Ph.D., Florida State University

Dru Anne Henson, Associate Professor
Ph.D., Bowman Gray School of Medicine of Wake Forest University

Richard N. Henson, Professor
Ph.D., Texas A & M University

Leon L. Lundie, Jr., Assistant Professor
Ph.D., University of Mississippi

S. Coleman McCleneghan, Assistant Professor
Ph.D., University of Tennessee at Knoxville

Douglas B. Meikle, Professor and Chairperson
Ph.D., Bowling Green State University

Robert E. Murray, Assistant Professor
Ph.D., University of Georgia

Howard S. Neufeld, Associate Professor
Ph.D., University of Georgia

Matthew P. Rowe, Professor
Ph.D., University of California at Davis

Mathius J. Sedivec, Professor
Ph.D., University of North Carolina at Chapel Hill

Robert W. Van Devender, Professor
Ph.D., University of Michigan

Mark Venable, Assistant Professor
Ph.D., Wake Forest University

Gary L. Walker, Associate Professor
Ph.D., University of Tennessee at Knoxville

Associate Members

Jeffrey A. Butts, Professor and Director of the William C. Hubbard Center for Faculty and Staff Support
Ph.D., Bowling Green State University

Terry N. Carroll, Assistant Professor
Ed.D., University of North Carolina at Greensboro

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

Julian Kenneth Shull, Professor
Ph.D., Florida State University

CHEMISTRY
Members

Steven Jay Breiner, Assistant Professor
Ph.D., Duke University

Lawrence E. Brown, Professor
Ph.D., Pennsylvania State University

Claudia P. Cartaya-Marin, Associate Professor
Ph.D., Brandeis University

Cassandra T. Eagle, Associate Professor
Ph.D., University of Toledo

Grant N. Holder, Associate Professor
Ph.D., Georgia Institute of Technology

Donald P. Olander, Professor
Ph.D., University of Nebraska

Thomas C. Rhyne, Professor and Chairperson
Ph.D., Virginia Polytechnic Institute and State University

Donald Sink, Professor and Dean of the College of Arts & Sciences
Ph.D., University of South Carolina

Robert W. Soeder, Professor
Ph.D., University of Delaware

Associate Member

William Budd Glenn, Jr., Lecturer
Ph.D., West Virginia University

Stephen D. Williams, Professor
Ph.D., Washington State University

COMMUNICATION

Members

Terry W. Cole, Professor and Chairperson
Ph.D., University of Oregon

C. Howard Dorgan, Professor
Ph.D., Louisiana State University

Seong H. Lee, Professor
Ph.D., Kent State University

Associate Members

Frank A. Aycock, Assistant Professor
Ph.D., University of Tennessee at Knoxville

Pat Reighard, Professor and Associate Dean of the College of Arts & Sciences
Ph.D., University of Texas

CURRICULUM AND INSTRUCTION

Members

Thomas R. Allen, Jr., Professor
Ed.D., University of Georgia

William E. Blanton, Professor
Ed.D., University of Georgia

David Considine, Professor
Ph.D., University of Wisconsin at Madison

Jeffrey O. Fletcher, Associate Professor
Ed.D., Auburn University

Michael G. Jacobson, Professor and Chairperson
Ph.D., Michigan State University

Jon Janowiak, Associate Professor
Ph.D., University of Oregon

Doris M. Jenkins, Professor and Associate Dean of the Reich College of Education
Ph.D., University of South Carolina

Robert S. Jones, Professor
Ph.D., University of South Carolina

Cheryl S. Knight, Associate Professor
Ph.D., University of North Carolina at Chapel Hill

Joseph Pat Knight, Professor
Ed.D., University of Northern Colorado

Claire Mamola, Professor
Ed.D., University of North Carolina at Greensboro

C. Kenneth McEwin, Jr., Professor
Ed.D., North Texas State University

Joseph R. Murphy, Professor
M.A., University of Texas at Austin

Pamela W. Schram, Assistant Professor
Ph.D., Michigan State University

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

Richard L. Stahl, Professor
Ph.D., Florida State University

Max S. Thompson, Professor
Ed.D., University of Virginia

Glenn F. Wilson, Assistant Professor
Ed.D., Indiana University

Sara Olin Zimmerman, Associate Professor
Ph.D., University of Kansas

Associate Members

Donna Breitenstein, Professor
Ed.D., University of Tennessee at Knoxville

Melanie W. Greene, Assistant Professor
Ed.D., East Tennessee State University

Henry M. McCarthy, Associate Professor and Assistant Dean of the Reich College of Education
Ed.D., University of Tennessee

Kyle Ann Messner, Instructor
Ph.D., Arizona State University

ECONOMICS
Members

John Paul Combs, Professor
Ph.D., North Carolina State University

Jean-Pierre Courbois, Professor
Ph.D., American University

Barry W. Elledge, Professor
Ph.D., North Carolina State University

Larry V. Ellis, Associate Professor
Ph.D., University of Missouri at Columbia

Patricia Ellen Gaynor, Professor
Ph.D., University of Miami

William G. Guthrie, III, Professor
Ph.D., University of North Carolina at Chapel Hill

Rickey C. Kirkpatrick, Associate Professor and Assistant Dean for Graduate Studies and External Programs of the College of Business
Ph.D., Tulane University

Larry T. McRae, Associate Professor
Ph.D., University of North Carolina at Chapel Hill

Stephen W. Millsaps, Professor
Ph.D., North Carolina State University

Timothy J. Perri, Professor
Ph.D., Ohio State University

George A. Schieren, Associate Professor and Interim Chairperson
Ph.D., University of North Carolina at Chapel Hill

Associate Member

Fred Wallace, Assistant Professor
Ph.D., Rice University

ENGLISH

Members

Tommy J. Arant, Assistant Professor
Ph.D., Duke University

Edwin T. Arnold, III, Professor
Ph.D., University of South Carolina

William Atkinson, Assistant Professor
Ph.D., Emory University

Melissa E. Barth, Professor and Director of the Equity Office
Ph.D., Purdue University

William D. Brewer, Associate Professor
Ph.D., University of Virginia

E. Cecelia Conway, Associate Professor
Ph.D., University of North Carolina at Chapel Hill

A. Ronald Coulthard, Professor
Ph.D., Florida State University

Bruce A. Dick, Associate Professor
Ph.D., Florida State University, Tallahassee

Howard A. Giskin, Assistant Professor
Ph.D., University of Connecticut

Robert G. Higbie, Professor
Ph.D., Indiana University

Maynard J. Higby, Professor
Ph.D., University of South Carolina

Edelma D. Huntley, Professor and Associate Dean for Graduate Studies
Ph.D., University of Southwestern Louisiana

Daniel F. Hurley, Associate Professor and Chairperson
Ph.D., Louisiana State University

Kathryn J. Kirkpatrick, Assistant Professor
Ph.D., Emory University

Leon H. Lewis, Professor
Ph.D., State University of New York

William E. Lightfoot, Professor
Ph.D., Indiana University

Robert J. Lysiak, Associate Professor
Ph.D., Ohio University

Sati Maharaj-Boggs, Assistant Professor
Ed.D., West Virginia University

Emory V. Maiden, Jr., Professor
Ph.D., University of Virginia

Grace McEntee, Associate Professor
Ph.D., University of Alabama, Tuscaloosa

Thomas A. McGowan, Professor
Ph.D., University of Virginia

Thomas M. McLaughlin, Professor
Ph.D., Temple University

Eugene L. Miller, Jr., Professor and Assistant Dean of the College of Arts and Sciences
Ph.D., University of Toledo

Georgia Rhoades, Associate Professor
Ph.D., University of Louisville

Lynn Moss Sanders, Associate Professor
Ph.D., University of North Carolina at Chapel Hill

Susan C. Staub, Associate Professor
Ph.D., University of North Carolina at Chapel Hill

Roger J. Stilling, Professor
Ph.D., Trinity College (Dublin)

Mark W. Vogel, Associate Professor
Ph.D., University of Missouri at Columbia

Wilber H. Ward, III, Professor
Ph.D., University of Tennessee at Knoxville

Jerry W. Williamson, Professor
Ph.D., University of Utah

Associate Members

Rosmary Horowitz, Assistant Professor
Ed.D., University of Massachusetts

Richard H. Rupp, Professor
Ph.D., Indiana University

FAMILY AND CONSUMER SCIENCES
Members

Diane D. Butterworth, Professor
DHSc., Loma Linda University

Sammie G. Garner, Professor and Chairperson
Ph.D., University of Tennessee at Knoxville

Associate Members

Ellen S. Carpenter, Assistant Professor
Ph.D., Purdue University

Patricia F. Hearron, Assistant Professor
Ph.D., Michigan State University

Cheryl L. Lee, Assistant Professor
Ph.D., Oklahoma State University

Sheryl A. Wittenbach, Assistant Professor
Ph.D., Kansas State University

FINANCE, INSURANCE, AND REAL ESTATE
Members

Elbert V. Bowden, Professor
Ph.D., Duke University

Robert L. Cherry, Jr., Professor
JD/MBA, Wake Forest University School of Law

Don R. Cox, Assistant Professor
Ph.D., Florida State University

Harry M. Davis, Professor and Chairperson
Ph.D., University of Georgia, Athens

John P. Geary, Associate Professor
Ph.D., George Peabody College for Teachers

Delbert C. Goff, Assistant Professor
Ph.D., Florida State University

Terrill R. Keasler, Associate Professor
Ph.D., University of Alabama, Tuscaloosa

FOREIGN LANGUAGES AND LITERATURES

Members

Ramon Diaz-Solis, Professor
Ph.D., University of Barcelona

William C. Griffin, Associate Professor and Chairperson
Ph.D., University of Alabama

Peggy J. Hartley, Professor
Ph.D., University of South Carolina

Josette C. Hollenbeck, Professor
Ph.D., University of Washington

Judith R. Rothschild, Professor
Ph.D., Johns Hopkins University

Associate Members

Maksoud N. Feghali, Associate Professor
Ph.D., Wayne State University

Ulrich R. Froehlich, Professor
Ph.D., State University of New York at Albany

Rainer H. Goetz, Assistant Professor
Ph.D., Duke University

Kevin G. Kennedy, Associate Professor
Ph.D., University of North Carolina at Chapel Hill

Silvio Sirias, Assistant Professor
Ph.D., University of Arizona

GEOGRAPHY & PLANNING

Members

Garry V. Cooper, Associate Professor
D.E.D., Texas A & M University

Ole Gade, Professor
Ph.D., Michigan State University

Neal G. Lineback, Professor and Chairperson
Ph.D., University of Tennessee

Michael W. Mayfield, Associate Professor
Ph.D., University of Tennessee

Kathleen Schroeder, Assistant Professor
Ph.D., University of Minnesota

Peter Soulé, Assistant Professor
Ph.D., University of Georgia

Roger A. Winsor, Professor
Ph.D., University of Illinois

James Young, Assistant Professor
Ph.D., University of Minnesota

GEOLOGY

Members

Richard N. Abbott, Jr., Professor
Ph.D., Harvard University

John E. Callahan, Professor
Ph.D., Queens University

Ellen A. Cowan, Associate Professor
Ph.D., Northern Illinois University

F. Kenneth McKinney, Professor
Ph.D., University of North Carolina at Chapel Hill

Loren A. Raymond, Professor and Chairperson
Ph.D., University of California

Fred Webb, Jr., Professor
Ph.D. Virginia Polytechnic Institute and State University

HEALTH, LEISURE AND EXERCISE SCIENCE
Members

Vaughn K. Christian, Professor and Chairperson
Ed.D., Louisiana State University

Paul Gaskill, Associate Professor
Ed.D., University of North Carolina at Greensboro

Robert L. Johnson, Professor
Ph.D., Louisiana State University

Jamie L. Moul, Assistant Professor
Ed.D., University of North Carolina at Greensboro

David C. Nieman, Professor
DHSc., Loma Linda University

Harold S. O'Bryant, Professor
Ph.D., Louisiana State University

Michael H. Stone, Professor
Ph.D., Florida State University

Edward T. Turner, Professor
Ph.D., University of Maryland

Wayne E. Williams, Associate Professor
Ph.D., Texas A & M University

Associate Members

Kim L. Siegenthaler, Assistant Professor
Ph.D., University of New Mexico

Alan C. Utter, Assistant Professor
Ph.D., University of Pittsburgh

Toni J. Wyatt, Assistant Professor
Ed.D., University of Georgia

HISTORY
Members

George P. Antone, Professor
Ph.D., Vanderbilt University

Hugh L. Bond, Professor
Ph.D., Duke University

Jeffrey L. Bortz, Professor
Ph.D., University of California at Los Angeles

Rennie W. Brantz, Professor
Ph.D., Ohio State University

Lynne Marie Getz, Assistant Professor
Ph.D., University of Washington

James R. Goff, Jr., Associate Professor
Ph.D., University of Arkansas

Sheldon Hanft, Professor
Ph.D., New York University

Thomas K. Keefe, Professor
Ph.D., University of California at Santa Barbara

Dorothea A.L. Martin, Associate Professor
Ph.D., University of Hawaii

Michael J. Moore, Professor
Ph.D., University of Washington

Peter Petschauer, Professor
Ph.D., New York University

Timothy H. Silver, Professor
Ph.D., College of William and Mary

Stephen J. Simon, Professor
Ph.D., Loyola University of Chicago

Michael G. Wade, Professor and Interim Chairperson
Ph.D., University of Southwestern Louisiana

Charles A. Watkins, Adjunct Associate Professor and Director of the Appalachian Cultural Center
Ph.D., University of Delaware

David L. White, Professor
Ph.D., University of Virginia

John Alexander Williams, Professor
Ph.D., Yale University

James A. Winders, Professor
Ph.D., Duke University

Associate Members

Ruth Douglas Currie, Associate Professor
Ph.D., Duke University

Richard H. Haunton, Professor
Ph.D., Emory University

W. Scott Jessee, Assistant Professor
Ph.D., University of Minnesota

Mary Carroll Johansen, Assistant Professor
Ph.D., College of William & Mary

Winston L. Kinsey, Professor
Ph.D., Texas Technical University

George S. Pabis, Lecturer
Ph.D., University of Illinois at Chicago

Donald B. Saunders, Professor & Coordinator of University Honors
Ph.D., University of North Carolina at Chapel Hill

Neva Jean Specht, Lecturer
Ph.D., University of Delaware

HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING

Members

Alfred S. Alschuler, Professor
Ph.D., Harvard University

Sally S. Atkins, Professor
Ed.D., University of North Carolina at Greensboro

Leroy G. Baruth, Professor and Chairperson
Ed.D., University of Arizona

Gregory S. Blimling, Professor
Ph.D., Ohio State University

Kathleen T. Brinko, Adjunct Assistant Professor
Ph.D., Northwestern University

James Albert Greene, Professor
M.S.S.W, University of Tennessee at Knoxville

Glenda T. Hubbard, Professor
Ph.D., University of Miami

Geraldine Miller, Assistant Professor
Ph.D., Ball State University

R. Terry Sack, Professor
Ph.D., Purdue University

Milton G. Spann, Jr., Professor
Ph.D., University of Texas at Austin

Associate Members

Fred T. Badders, Professor
Ph.D., Florida State University

John Mulgrew, Professor
Ph.D., Florida State University

Jon L. Winek, Assistant Professor
Ph.D., University of Southern California

INFORMATION TECHNOLOGY & OPERATIONS MANAGEMENT
Members

Timothy Burwell, Professor and Assistant Dean for Instructional Programs in the College of Business
Ph.D., Clemson University

Richard C. Crandall, Associate Professor
Ph.D., University of South Carolina

Dinesh S. Davé, Professor
Ph.D., Gujarat University

Albert L. Harris, Associate Professor
Ph.D., Georgia State University

Melody J. McCracken, Assistant Professor
Ph.D., Georgia State University

Timothy Perry, Associate Professor
Ph.D., University of Mississippi

Melvin Roy, Professor
Ph.D., University of Northern Colorado

INTERDISCIPLINARY STUDIES
Members

Harriette C. Buchanan, Professor
Ph.D., University of North Carolina at Chapel Hill

Margaret McFadden, Associate Professor
Ph.D., Emory University

Peter Reichle, Associate Professor
Ph.D., University of North Carolina at Chapel Hill

Kay H. Smith, Associate Professor
Ph.D., Emory University

LANGUAGE, READING AND EXCEPTIONALITIES

Members

Thalia J. Coleman, Associate Professor
Ph.D., University of Florida

Richard A. Culatta, Professor
Ph.D., University of Pittsburgh

Charles R. Duke, Professor and
Dean of the Reich College of Education
Ph.D., Duke University

Carolyn W. Green, Adjunct Faculty
Ed.D., University of North Carolina at Greensboro

Constance R. Green, Associate Professor
Ph.D., University of Florida

Timothy Harris, Professor and Chairperson
Ph.D., University of Kansas

Robert J. Jones, Associate Professor
Ph.D., Southern Illinois University

Larry J. Kortering, Associate Professor
Ph.D., University of Washington

R. Jane Lieberman, Professor
Ph.D., University of Florida

Angela Losardo, Assistant Professor
Ph.D., University of Oregon

Nancy L. Mamlin, Assistant Professor
Ph.D., University of Maryland

Mike Marlowe, Professor
Ph.D., University of Florida

Gary B. Moorman, Professor
Ph.D., Arizona State University

Darrell Morris, Professor
Ed.D., University of Virginia

Alice P. Naylor, Professor
Ph.D., University of Toledo

E. Jane Nowacek, Assistant Professor
Ph.D., University of Virginia

Robert Schlagal, Associate Professor
Ph.D., University of Virginia at Charlottesville

Michael D. Smith, Professor
Ph.D., University of Kansas

Gary D. Timbers, Adjunct Associate Professor and Director of the Bringing It All Back Home Study Center
Ph.D., University of Kansas

James R. Tompkins, Professor
Ph.D., Catholic University

Woodrow Trathen, Assistant Professor
Ph.D., University of Utah

Associate Members

Heather M. Clark, Assistant Professor
Ph.D., University of Iowa

Jeanne Dodd Murphy, Assistant Professor
Ph.D., Vanderbilt University

Connie J. Ulmer, Assistant Professor
Ed.D., East Texas State University

LEADERSHIP AND EDUCATIONAL STUDIES

Members

Leonard B. Bliss, Professor
Ph.D., Syracuse University

Barbara S. Bonham, Associate Professor
Ph.D., Pennsylvania State University

Hunter R. Boylan, Professor
Ph.D., Bowling Green State University

Charles Claxton, Professor
Ph.D., Florida State University

Michael W. Dale, Associate Professor
Ph.D., University of Wisconsin at Madison

Alexander Erwin, Professor
Ed.D., Virginia Polytechnic Institute and State University

Ralph G. Hall, Professor
Ed.D., University of Tennessee at Knoxville
J.D., Wake Forest University

Richard D. Howe, Professor
Ph.D., University of California at Los Angeles

Kenneth D. Jenkins, Professor
Ed.D., University of Miami

George H. Olson, Professor
Ph.D., Florida State University

Richard E. Riedl, Professor
Ph.D., Arizona State University

John H. Tashner, Professor
Ed.D., University of Virginia

Carol A. Truett, Professor
Ph.D., University of Texas at Austin

Linda A. Veltze, Associate Professor
Ph.D., University of Mississippi

Harold E. Wilson, Professor and Chairperson
Ph.D., Ohio State University

Associate Members

James W. Jackson, Professor
Ph.D., University of Miami

William Thomas Jamison, Professor
Ph.D., University of North Carolina at Chapel Hill

George A. Maycock, Associate Professor
Ed.D., Texas Tech University

MANAGEMENT

Members

Joseph P. Daly, Associate Professor
Ph.D., Northwestern University

Jeremy B. Fox, Associate Professor
Ph.D., Virginia Polytechnic Institute and State University

Robert D. Goddard, III, Professor
Ph.D., University of South Carolina

Hugh D. Hindman, Associate Professor
Ph.D., Ohio State University

John W. Minton, Associate Professor
Ph.D., Duke University

Lyle F. Schoenfeldt, Professor and Chairperson
Ph.D., Purdue University

Peter D. Villanova, Assistant Professor
Ph.D., Virginia Polytechnic Institute and State University

Associate Member

Alden Peterson, Associate Professor
D.B.A., Kent State University

MARKETING

Members

Alicia T. Aldridge, Associate Professor
D.B.A., University of Colorado

Unal O. Boya, Professor and Chairperson
Ph.D., University of North Carolina at Chapel Hill

Stephen W. Clopton, Professor
Ph.D., University of North Carolina at Chapel Hill

Michael Dotson, Professor
D.B.A., Mississippi State University

Bonnie S. Guy, Associate Professor
Ph.D., University of Nebraska, Lincoln

Eva M. Hyatt, Associate Professor
Ph.D., University of South Carolina

Wesley E. Patton, III, Professor
D.B.A., University of Colorado

Associate Member

Lawrence L. Garber, Jr., Assistant Professor
Ph.D., University of North Carolina at Chapel Hill

MATHEMATICAL SCIENCES

Members

William C. Bauldry, Professor
Ph.D., Ohio State University

Deborah A. Crocker, Assistant Professor
Ph.D., Ohio State University

Rudy L. Curd, Professor
Ph.D., University of Kentucky

Harvey Durham, Professor and Provost and Vice Chancellor for Academic Affairs
Ph.D., University of Georgia

Ronald J. Ensey, Professor
Ph.D., New Mexico State University

Ted W. Goodman, Professor
Ph.D., Virginia Polytechnic Institute and State University

Mark Harris, Professor
Ph.D., University of Massachusetts at Amherst

Jeffrey Lynn Hirst, Associate Professor
Ph.D., Pennsylvania State University

Gary D. Kader, Professor
Ph.D., University of Georgia

Larry J. Kitchens, Professor
Ph.D., University of Arizona

Witold A.J. Kosmala, Professor
Ph.D., University of South Florida

Ernest P. Lane, Professor
Ph.D., Purdue University

Betty Bridges Long, Associate Professor
Ed.D., University of Tennessee at Knoxville

Lynn M. Perry, Professor
Ph.D., North Carolina State University

Robert L. Richardson, Professor
Ph.D., University of Florida

C. Ray Russell, Assistant Professor
Ph.D., Georgia Institute of Technology

James R. Smith, Professor and Chairperson
Ph.D., University of South Carolina

Associate Members

Terry Anderson, Assistant Professor
Ph.D., University of Tennessee

Alan T. Arnholt, Assistant Professor
Ph.D., University of Northern Colorado

Theresa E. Early, Professor
Ph.D., Florida State University

Carol Lynn Hancock, Assistant Professor
Ph.D., University of Georgia

John M. Harris, Assistant Professor
Ph.D., Emory University

Holly H. Hirst, Assistant Professor
Ph.D., Pennsylvania State University

Anita N. Kitchens, Professor
Ed.D., University of North Carolina at Greensboro

William A. McGalliard, Professor
Ph.D., University of Georgia

Michael J. Mossinghoff, Assistant Professor
Ph.D., University of Texas at Austin

Cindy Norris, Assistant Professor
Ph.D., University of Delaware

Gregory S. Rhoads, Assistant Professor
Ph.D., Purdue University

MUSIC
Members

Joseph L. Amaya, Professor
M.M., D.M., Florida State University

Jon P. Beebe, Associate Professor
D.M.A., University of Wisconsin at Madison

William A. Gora, Professor
D.M.A., University of Miami

William G. Harbinson, Professor and Associate Dean of the School of Music
Ph.D., Florida State University

Stephen M. Hopkins, Assistant Professor
D.M.A., University of Texas

Jay C. Jackson, Associate Professor
D.M.A., University of Kansas

Allen F. Kindt, Professor
D.M.A., University of Michigan

Kenneth P. Lurie, Assistant Professor
D.M.A., Eastman School of Music

B.G. McCloud, Professor
M.M., Marshall University

Harold McKinney, Professor
D.A., University of Northern Colorado

Scott R. Meister, Professor
D.M.A., University of Miami

Douglas E. Miller, Associate Professor
Ed.D., University of North Carolina at Greensboro

Glenn A. Muegel, Professor
D.M.A., University of Southern California

R. Clinton Parker, Professor and Senior Associate Vice Chancellor
Ph.D., University of Miami

Phillip M. Paul, Associate Professor
Ed.D., University of Georgia

Julia A. Pedigo, Associate Professor
A.M.D., University of Michigan

Joe F. Phelps, Professor
M.M.Ed., Eastern Kentucky University

Rodney T. Reynerson, Professor
D.M., Indiana University

Arthur E. Unsworth, Professor and Dean of the School of Music
Ed.D., Arizona State University

Karl Van Ausdal, Professor
M.M., Indiana University

Joan Lynn White, Professor
Ed.D., University of North Carolina at Greensboro

Associate Members

Robert J. Falvo, Assistant Professor
D.M.A., Manhattan School of Music

Douglas G. James, Assistant Professor
D.M.A., University of Arizona

Victor N. Mansure, Assistant Professor
D.M.A., University of Oregon

Sarah Elizabeth Rose, Assistant Professor
Ph.D., University of North Carolina at Greensboro

PHILOSOPHY & RELIGION

Members

Mary Ann Carroll, Professor
Ph.D., University of North Carolina at Chapel Hill

Charles T. Davis, III, Professor
Ph.D., Emory University

Alan J. Hauser, Professor and Chairperson
Ph.D., University of Iowa

William M. Hutchins, Professor
Ph.D., University of Chicago

Conrad E. Ostwalt, Jr., Associate Professor
Ph.D., Duke University

O'Hyun Park, Professor
Ph.D., Temple University

Raymond S. Ruble, Professor
Ph.D., University of Wisconsin

Jesse Taylor, Jr., Associate Professor
Ph.D., Washington University

Frans van der Bogert, Professor
Ph.D., Cornell University

PHYSICS AND ASTRONOMY
Members

Patricia E. Allen, Assistant Professor
Ph.D., Iowa State University

Daniel B. Caton, Associate Professor
Ph.D., University of Florida

J. Sidney Clements, Associate Professor
Ph.D., Florida State University

Richard O. Gray, Associate Professor
Ph.D., University of Toronto

Karl C. Mamola, Professor and Chairperson
Ph.D., Dartmouth College

Marian J. Peters, Assistant Professor
Ph.D., University of North Carolina at Chapel Hill

Joseph T. Pollock, Associate Professor
Ph.D., University of Florida

Thomas L. Rokoske, Professor
Ph.D., Auburn University

Linda I. Winkler, Assistant Professor
Ph.D., University of Virginia

Associate Member

Larry A. Silva, Assistant Professor
Ph.D., Oregon State University

POLITICAL SCIENCE/CRIMINAL JUSTICE
Members

Jawad I. Barghothi, Professor
Ph.D., Southern Illinois University

William Cassie, Assistant Professor
Ph.D., University of Kansas

Daniel B. German, Professor
Ph.D., Georgetown University

Dennis O. Grady, Associate Professor and Chairperson
Ph.D., Emory University

Marvin K. Hoffman, Associate Professor
Ph.D., University of Georgia

James Houston, Associate Professor
Ph.D., Portland State University

Andrew Koch, Assistant Professor
Ph.D., University of California at Santa Barbara

Roland F. Moy, Professor
Ph.D., Ohio State University

Renee Gannon Scherlen, Assistant Professor
Ph.D., University of Texas at Austin

Ronald Stidham, Professor
Ph.D., University of Houston

Ruth Ann Strickland, Associate Professor
Ph.D., University of South Carolina

David Sutton, Professor
Ph.D., Indiana University

Joel A. Thompson, Professor and Associate Dean for Research and Grants
Ph.D., University of Kentucky

Barbara Zaitzow, Assistant Professor
Ph.D., Virginia Polytechnic Institute and State University

Associate Member

Dragan Stefanovic, Assistant Professor
Ph.D., University of Tennessee at Knoxville

PSYCHOLOGY
Members

Stanley R. Aeschleman, Professor
Ph.D., University of Kentucky

Verne R. Bacharach, Professor
Ph.D., University of Kansas

Mary E. Ballard, Assistant Professor
Ph.D., West Virginia University

Doris G. Bazzini, Assistant Professor
Ph.D., University of Georgia

Hall P. Beck, Associate Professor
Ph.D., University of North Carolina at Greensboro

James R. Deni, Professor
Ed.D., Baylor University

James D. Long, Professor and Chairperson
Ed.D., University of Tennessee at Knoxville

Henry G. Schneider, Professor
Ph.D., West Virginia University

Kenneth Martin Steele, Assistant Professor
Ph.D., University of Tennessee at Knoxville

Joan Woodworth, Professor
Ph.D., University of North Carolina at Chapel Hill

Mark C. Zrull, Assistant Professor
Ph.D., University of South Carolina

Associate Members

Donald L. Clark, Professor
Ed.D., University of Florida

Lisa Curtin, Assistant Professor
Ph.D., Virginia Polytechnic Institute and State University

Paul A. Fox, Professor
Ph.D., Southern Illinois University

Eric Hatch, Professor
Ed.D., Pennsylvania State University

Robert W. Hill, Assistant Professor
Ph.D., Michigan State University

Donna Frick Horbury, Assistant Professor
Ph.D., University of North Carolina at Greensboro

Pamela Kidder-Ashley, Assistant Professor
Ph.D., University of Minnesota

Timothy Ludwig, Assistant Professor
Ph.D., Virginia Polytechnic Institute and State University

Denise Martz, Assistant Professor
Ph.D., Virginia Polytechnic Institute and State University

Lori A. Sheppard, Assistant Professor
Ph.D., Michigan State University

Thomas Stanger, Adjunct Professor
Ph.D., University of Florida

Douglas A. Waring, Assistant Professor
Ph.D., Washington State University

Fred A. Wilson, Professor
Ed.D., University of Tennessee at Knoxville

SOCIOLOGY AND SOCIAL WORK
Members

Lorin A. Baumhover, Professor and Chairperson
Ph.D., Colorado State University

Scot B. Boeringer, Assistant Professor
Ph.D., University of Florida

W. Edward Folts, Associate Professor and Director, Gerontology Program
Ph.D., University of Florida

P. Albert Hughes, Professor
Ph.D., Mississippi State University

Larry G. Keeter, Professor
Ph.D., Boston University

Fred A. Milano, Professor
Ph.D., Pennsylvania State University

Associate Member

Allie G. Funk, Professor
Ph.D., Emory University

Ann L. Page, Professor
Ph.D., University of Tennessee at Knoxville

Janice G. Rienerth, Professor
Ph.D., Southern Illinois University

Edwin Rosenberg, Associate Professor
Ph.D., University of Southern California

John M. Turner, Professor
Ph.D., Virginia Commonwealth University

G. Michael Wise, Professor
Ph.D., North Carolina State University

SOCIAL SCIENCE
Member

Ole Gade, Professor and Director
Ph.D., Michigan State University

TECHNOLOGY

Members

J. Mark Estepp, Professor and Chairperson
Ph.D., University of Missouri at Columbia

Ming H. Land, Professor and Dean of the College of Fine and Applied Arts
Ed.D., Utah State University

Alfred V. Rapp, Professor
Ed.D., University of Northern Colorado

Dennis Scanlin, Associate Professor
Ed.D., West Virginia University

Emory L. Sheppard, Assistant Professor
Ph.D., Clemson University

Brenda L. Wey, Professor
Ed.D., University of Northern Colorado

Associate Members

David H. Domermuth, Assistant Professor
Ph.D., University of Dayton

Debra C. Edwards, Assistant Professor
Ed.D., Clemson University

William Howard Mast, Professor
Ph.D., Texas A & M University

Jeffrey S. Tiller, Assistant Professor
M.S., Georgia Institute of Technology

THEATRE AND DANCE

Members

Susan S. Cole, Professor and Chairperson
Ph.D., University of Oregon

Frank C. Mohler, II, Professor
Ph.D., Ohio State University

UNIVERSITY LIBRARY

Member

Fred J. Hay, Librarian and Professor
Ph.D., University of Florida

Associate Member

Glenn Ellen Starr, Reference Librarian
MLS, University of South Carolina at Columbia

GRADUATE COUNCIL MEMBERSHIP
1997-99

Chairperson:

Ex-Officio and Voting Members

Dean Charles Duke
Dean Ming Land
Dean Ken Peacock
Dean Donald Sink
Associate Dean William Harbinson
Associate Dean Joel Thompson
Associate Dean Edelma Huntley
Dr. Gary Walker, Chair
Graduate Faculty
Dr. Richard Parrott
Dr. Clinton Parker
Mr. Brooks McLeod
Dr. Rickey Kirkpatrick, UNC
Graduate Council Rep.

College of Arts and Sciences

Dr. Richard Haunton	History	August, 1997
Dr. David Sutton	Pol. Sci./C.J.	August, 1998
Dr. Mary Connell	Biology	August, 1999

College of Business

Asst. Dean Rick Kirkpatrick	Economics	Continuing
Dr. Unal Boya	Marketing	August, 1998
Dr. Dinesh Davé	Information Technology and Operations Management	August, 1999

College of Education

Dr. James Jackson	LES	August, 1997
Dr. Sally Atkins	HPC	August, 1998
Dr. Carol Truett	LES	August, 1997

College of Fine and Applied Arts

Dr. Diane Butterworth	Family and Consumer Sciences	August, 1998
Dr. Mark Estepp	Technology	August, 1999
Dr. Frank Mohler	Theatre and Dance	August, 1999

School of Music

Dr. Harold McKinney	Music	August, 1999

Graduate Student Representative:

The Cratis D. Williams Graduate School

VACANT (at this publication) Dean of Graduate Studies and Research
Edelma D. Huntley, Associate Dean for Graduate Studies
Joel Thompson, Associate Dean for Research and Grants

Graduate study at Appalachian includes encouraging academic inquiry, providing opportunities and facilities for advanced study and research, developing or extending academic or professional specializations, and facilitating the acquisition of external funds for research, instruction, and service. Accordingly, the Cratis D. Williams Graduate School offers programs leading to the Master of Arts degree with educational licensure for teachers and the Master of Arts and Master of Science degrees in many academic areas. In addition, there are programs leading to the Master of Business Administration, Master of Library Science, Master of Music, Master of Public Administration, Master of School Administration, the Educational Specialist degree, the Certificate of Advanced Study and the Doctor of Education, all of which are offered during the fall, spring and summer terms. Students may also attend courses scheduled for late afternoons, evenings, and Saturdays, or participate in field-based programs.

The Graduate School has general supervision of all graduate work carried out in the departments, schools, and colleges of the University. In addition, the Graduate School supports faculty and student research and facilitates and coordinates the acquisition of external grant funds for the university. The Graduate School consists of a graduate faculty represented by the dean, who is the administrative officer, and the graduate council. The dean reports to the Provost and Vice-Chancellor for Academic Affairs and is responsible for research and graduate studies.

PURPOSE

The specific purpose of the Graduate School is to seek to promote and encourage the intellectual and professional development of graduate students and faculty. Within the framework of higher education established by the State of North Carolina, the Graduate School accomplishes this purpose through the promotion and administration of quality programs of graduate education and through the support and facilitation of research and grant activities for the university community. The activities which support this purpose include the evaluation and approval of applicants for graduate study, the review of the qualifications of candidates for graduate degrees, the review of graduate curricula and programs, the review of graduate faculty credentials, and the administration of the assistantship/fellowship/scholarship programs. The Graduate School serves as a major advocate for research by assisting faculty in the acquisition of external funding, by providing internal support for research and scholarship, and by insuring a visible profile for university research and grant activities.

ACCREDITATION

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

The American Assembly of Collegiate Schools of Business (undergraduate and graduate)
The American Chemical Society (undergraduate)

The American Dietetics Association
The American Association of Family and Consumer Sciences (undergraduate)
The American Speech-Language - Hearing Association
The Association of University Programs in Health Administration
The Computer Sciences Accreditation Board, Inc.
The Council for the Accreditation of Counseling and Related Education Programs
Council for Social Work Education
The National Association of Schools of Music
The National Athletic Training Association
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 professional programs are related. These include:
The American Association of Colleges for Teacher Education
The American Association of University Women
The American Council on Education
The American Film and Video Association
The Association of Collegiate Schools of Planning
The Association for Gerontology in Higher Education
The Association for Library and Information Sciences Education
The Association of Supervision and Curriculum Development
The Association for Theatre in Higher Education
The Association of Teacher Educators
The Carolinas' Speech Communication Association
The Conference of Southern Graduate Schools
The Council of Colleges of Arts and Sciences
The Council of Graduate Programs in Communication Sciences and Disorders
The Council of Graduate Schools
The Highlands Biological Foundation
The National Association of Business Teacher Education
The National Association for the Education of Young Children
The National Business Education Association
The National Collegiate Honors Council
The National Community Education Association
The National Film and Video Association
The National Middle School Association
The National Organization on Legal Problems of Education
The North Carolina Association of Colleges and Universities
The North Carolina Association of Colleges for Teacher Education
The North Carolina Association of Community Educators
The North Carolina League of Middle Schools
The North Carolina Theatre Conference
Professional and Organizational Development
South Atlantic States Association for Asian and African Studies
The Southeastern Theatre Conference
The Southern States Communication Association
The Speech Communication Association
The Teacher Education Council of State Colleges and Universities
The U.S. Institute of Theatre Technology

CORPORATE HISTORY

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

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

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

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

In 1971, the General Assembly passed legislation bringing into the University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created the current 16-campus University. In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University; and in 1996, Pembroke State University was renamed The University of North Carolina at Pembroke through Legislative action.

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

Each of the 16 constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex-officio. (The NC School of the Arts has two additional ex-officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

RESEARCH FACILITIES

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

The Graduate School, with recommendations from the University Research Council, administers funds which provide modest grants to faculty for research equipment and supplies, publication and travel costs. Research assistance is provided through the allocation of Graduate Research Assistants to departments during the academic year and to individual faculty for research projects in the summer. Access to research library facilities on the Chapel Hill campus is provided by scheduled van service for faculty and graduate students. Information regarding the research activities of Appalachian faculty and students is disseminated through the Research News which is published yearly by the Graduate School.

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

The College of Arts and Sciences maintains specialized research facilities which include the Appalachian State University Map Library, the Center for Appalachian Studies, the Program for the Study of Environmental Change, the Dark Sky Observatory, the Meteorological Reporting Station, and the Regional Bureau of Government. The Broyhill Institute for Business Development in the Walker College of Business assists faculty and students in research efforts, and the College of Fine and Applied Arts has research facilities in the Human Performance Laboratory, the Perceptual Motor Training Laboratory and the Music Electronic Laboratory. The Reich College of Education supports research through the Statistics/Testing/Research Laboratory, the Teacher Education Student Data Bank, the Speech and Hearing Clinic, the Reading Education Curriculum Laboratory, the Center for Learning Evaluation and Research, and the Western Carolina Research Center. In addition, Appalachian allocates faculty time and financial support toward the publication of numerous research journals and periodicals.

THE UNIVERSITY

Appalachian State University, founded in 1899 as Watauga Academy, is located in Boone, North Carolina in the heart of the Blue Ridge of the Appalachian mountains, close to the borders of Virginia and Tennessee and less than two hours from the region's major airports and population centers.

Growing steadily through its transformations as Appalachian State Normal School in 1925, to Appalachian State Teachers' College in 1929, to Appalachian State University in 1967, and a part of the consolidated University of North Carolina in 1972, the campus has come to occupy some 48 buildings on its 75-acre main campus as well as several new buildings on the new 180-acre west campus.

Appalachian maintains two campuses away from Boone for experiential studies. The New York Loft, begun in 1974, consists of some 3,000 square feet of carefully designed living space for ten to twelve visitors at a time. Located at 67 Vestry Street in the SoHo district of New York City, the loft is within easy walking distance of the World Trade Center, Chinatown, Little Italy, and all SoHo area galleries.

The Appalachian House, a satellite campus in Washington, D.C., opened in 1977. The 150-year-old house is in the heart of the Capitol Hill Historic District. It is next door to the Folger Shakespeare Library, only minutes away from the U.S. Senate and House chambers, Congressional offices, the Library of Congress and the Supreme Court. The Appalachian House and Loft, supervised by the Associate Vice Chancellor for Academic Affairs, are not open to the general public, but are reserved for use by Appalachian faculty, students and staff.

The University welcomes and encourages prospective students, alumni, and friends to visit the campus and to tour the surrounding area which encompasses six ski resorts, nine golf courses, and several major tourist attractions.

MISSION STATEMENT

Founded in 1899 as Watauga Academy, Appalachian State University evolved into a state teachers college, later broadened its mission to include the liberal arts, gained regional university status, and in 1972 became a part of The University of North Carolina system. From its beginning as a small local institution, Appalachian has developed into a university with an enrollment of over 12,000 students, including over 1200 graduate students, from every section of North Carolina, as well as from other states and nations. Throughout its growth, the University has maintained a strong sense of community. It continues to provide educational leadership and service to the state and region and to foster an understanding of Appalachian culture.

Appalachian State University is a comprehensive university, offering a broad range of undergraduate programs and a wide selection of graduate programs. The University serves a large traditional undergraduate student body in a residential environment. Undergraduates are offered a well-rounded liberal education and the opportunity to pursue a special field of inquiry in preparation for advanced study or a specific career. Graduate students engage in advanced study and research while developing and extending their academic or professional specializations.

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

At Appalachian, scholarship and service are complementary to the instructional mission. The major purposes of scholarship, including research, writing and other creative activities, are threefold: to serve as a basis for instruction, to ensure a vital and intellectually engaged faculty, and to contribute to the advancement of knowledge. Professional and public service is provided in the form of continuing education programs and activities, consultation services, the extension into the community of the professional knowledge and skills of the faculty, staff and students, and the sharing of the University's cultural and recreational activities.

THE EDUCATIONAL GOALS FOR GRADUATE EDUCATION

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

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

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

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

SUMMARY OF SUBSTANCE ABUSE POLICY

Appalachian State University recognizes the following as undesirable: the high-risk use of alcohol, the use of illegal and harmful drugs and the misuse of prescription drugs.

Use and abuse of alcohol or other substances can seriously affect one's present and one's future. 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. High-risk use of alcohol and other substances is also a factor in injuries and deaths related to accidents, fires and crimes.

As long as one person is involved in high-risk behavior, we are all at risk because problems related to the use of alcohol and other substances affect not only the user, but friends, family, classmates, co-workers and the entire Appalachian community. Everyone should be concerned and involved in promoting a safe University environment.

Students, faculty members, administrators and other employees are responsible, as citizens, for knowing about and complying with the provisions of North Carolina law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as "controlled substances" in Article 5, Chapter 90 of the North Carolina General Statutes. Any member of the University community who violates pertinent state or federal law, either within the University community, or in a manner that otherwise affects the academic community, thereby violates University policy. Any employee convicted of any criminal drug statute violation occurring within the University community must notify the appropriate supervisor or management person no later than five (5) calendar days after such conviction. (Any employee who fails to provide notification shall be subject to disciplinary action up to and including dismissal.) Disciplinary action against an employee convicted of a drug offense within the University community must commence within 30 days after receipt of notice of the conviction.

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

Every student, faculty member, administrator and other employee of Appalachian State University is responsible for being familiar with and complying with the terms of the policy on illegal drugs adopted by the Board of Trustees. Copies of the full text of that policy appear in the *Faculty Handbook*, and *The Student Handbook of Rights and Responsibilities*. Copies of the policy and pertinent N.C. General Statutes are on file in the offices of the provost and vice chancellor for academic affairs, vice chancellor for business affairs, vice chancellor for student development, vice chancellor for university advancement, Graduate Studies and Research, Belk Library, Office of Personnel Services, Residence Life, Public Safety and Security, 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*.

STUDENT INVOLVEMENT AND LEADERSHIP

Students will find information pertaining to violations of the alcoholic beverages policy in the University judicial code located in *The Mountaineer Student Handbook*. 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.

It is important to note that no Appalachian State University office or community/county - (Boone/Watauga) based program provides the full range of treatment options. At present, the following services are available to members of the University community:

Campus-based

1. The Counseling and Psychological Services Center offers limited short-term out-patient therapy and referral information for students.
2. The Appalachian Substance Abuse Education Program, housed in the Wellness Center, offers a confidential network for students providing information and referral services. These services include a resource library and individual and peer education covering all aspects of substance abuse-related issues.
3. The Wellness Center, in conjunction with the Office of Personnel Services, has established an awareness and education program that will inform students and 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. The Employee Assistance Program, located in the Counseling and Psychological Services Center and staffed by two one-quarter time professionals, offers assessment, referral, and individual and group out-patient therapy for faculty and staff on a space-available basis.

Community-based

1. The New River Mental Health Center provides assessment, referral, and detoxication services (Wilkesboro and Cannon Memorial Hospital). It is the portal of entry for state and private in-patient treatment.
2. A few practitioners in the community offer individual out-patient therapy for persons preferring a private practice setting.
3. A variety of local self-help groups are available with each group establishing its own criteria for membership.

POLICY PROHIBITING SEXUAL HARASSMENT

Appalachian State University does not tolerate sexual harassment of any form.

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

Violations of the above policy proven through established procedures outlined below will lead to disciplinary actions, including reprimands, suspension or termination of offenders.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature when:

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

Faculty, staff, and students with complaints of sexual harassment may use the established general grievance procedures of their areas or departments, may contact the University Equal Opportunity Officer on a confidential basis and request an informal investigation, or may file a formal complaint of sexual harassment. The address and telephone numbers of applicable off-campus state or federal agencies are available in the Office of Equal Opportunity Programs.

Further information on how to deal with sexual harassement is presented in the *Student Handbook of Rights and Responsibilities* and in the *Graduate Student Handbook*. These publications contain a list of individuals to contact if you have concerns regarding sexual harassment.

UNIVERSITY SERVICES

HOUSING:
Graduate students, including international students, are responsible for arranging for their own housing. Residence hall accommodations are not available to graduate students with the exception of those employed by the University as residence hall counselors. However, the University provides 90 furnished apartments, which include drapery, range, frost-free refrigerator, and wall-to-wall carpeting. Rental information and applications may be obtained from the Department of Housing and Residence Life.

FOOD SERVICES:
Appalachian owns and operates its own food service in various campus facilities. In Welborn Hall, there is the University Cafeteria and the Food Court; in Plemmons Student Union are the Gold Room and the Cascades Cafe; and in Trivette Hall, Park Place Cafe, Market and Pizzeria are located. All resident students are required to select a meal option each semester as a part of the room and board contract. Publicized options represent minimum requirement levels. Since food services pricing is a la carte, the level of participation by a student will determine the selection of the most appropriate option. Any balance in the meal option from Fall semester carries over to Spring Semester. Any balance remaining at the end of Spring Semester does NOT carry over into another term. The only refund granted is when the student goes through the official withdrawal process from the University and the money refunded will be from the current semester only. Money from a prior semester will not be refunded. The pre-paid meal option is managed by the student through the computerized AppCard system.

UNIVERSITY HEALTH SERVICES:
Medical services are provided to qualified students by the Mary S. Shook Student Health Services at their location on the second floor of the Miles Annas Student Support Building on Howard Street. Outpatient clinic hours are eight a.m. to four p.m., Monday through Friday. Inpatient care is available. *North Carolina law requires that all students have a complete immunization record on file at the health service. Those not in compliance will be administratively withdrawn from the academic term in question.*

Only currently enrolled, full time students are eligible for care at the health service. A part-time student may elect to pay the fee at the cashier's office and be eligible for care. In addition, a current, validated, ID must be presented before each visit.

Persons requiring the services outside of regular out-patient 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 will be expected to assume responsibility for any cost thus engendered.

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

The health service does not issue excuses for class absences due to illness. Students who withdraw from the University for reasons of health must receive medical clearance through the medical center before being readmitted. 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.

There is no additional charge for most of the services provided at the Mary S. Shook Student Health Services. The health service is funded by a separate fee paid by each full time student.

INSURANCE
An often unexpected financial burden is the cost of being treated for illnesses or accidents that require admission to the hospital or a visit to a specialist. All students are urged to carry some type of health insurance. Many can be accommodated on the plans carried by the parents. Others who do not have this opportunity may contact the Student Health Service at (704) 262-3100 concerning the available low-cost basic insurance plan open to students for their own coverage and for coverage of their dependents. Insurance is NOT included in the student fee schedule and must be contracted for separately.

COUNSELING AND PSYCHOLOGICAL SERVICES:
The Counseling and Psychological Services Center provides confidential individual and group counseling for a variety of developmental and therapeutic concerns. Concerns may range from personal functioning to educational decisions. The center also provides outreach programs to meet such needs as eating disorders, career choice, substance abuse, and stress management.

The testing area of the Counseling and Psychological Services Center has the responsibility of organizing and administering individual and group tests for the university community. Available individual tests include personality tests and vocational interest inventories. Information concerning large group tests such as National Teacher Examinations, Miller Analogies Test, CLEP, and university proficiency tests is also available.

POSTAL AND BANKING SERVICES:
A United States Post Office Contract Station is maintained by Appalachian in the Student Support Building. A mailbox is provided for every student. The student's university mailbox address is used by the University for communicating with each student. For this reason, students are responsible for checking their university mailboxes frequently.

Convenient banking services are located in the lobby of the University Bookstore.

UNIVERSITY BOOKSTORE:
The Appalachian State University Bookstore, conveniently located on campus, offers a complete line of student and personal supplies and services, as well as providing the total textbook needs of graduate students. Profits generated by store operations help provide scholarships and financial aid for qualified students. Other Bookstore departments include the Scholars Bookshop providing a wide selection of general reading materials and required paperback books, and the Computer Shop for computer products at educational prices. The University Bookstore accepts the Appalachian Express Account, MasterCard and VISA. For more information, call 262-3070.

CAREER DEVELOPMENT CENTER:
Appalachian operates a comprehensive career development program for students and alumni. The office provides career information, assistance with resume writing, interviewing skills and job search techniques, on-campus recruitment, employer information, credentials service, and career counseling including Peer Career (a drop-in career counseling program utilizing students as counselors). In addition, the office also provides a student employment service for students who are seeking part-time employment while attending Appalachian.

COMPREHENSIVE CLINIC:
The Appalachian Comprehensive Clinic provides diagnostic and remedial/ therapeutic services in the areas of audiology, counseling, special education, speech and language pathology, and reading. Counseling services are for children and families. Special education services are for preschool and school-aged children. All other services are available to persons of all ages in the region. The clinic also functions as a laboratory for students in the Communication Disorders, Marriage and Family Counseling, Social Work, and Teacher Education programs. There is presently no charge to Appalachian students for these services. The Clinic Office is located in Room 118 of Edwin Duncan. For more information, call 262-2185.

WRITING CENTER:
The University Writing Center offers its services to all members of the University Community. The Center's staff is specially trained to help in the completion of virtually any academic writing project, and in the solution of most writing problems. Users of the Center should make appointments for its services or may drop in to see if one of the staff is available. The Center is conveniently located in Sanford 203B. Its telephone number is 262-3144.

DEPARTMENT OF STUDENT PROGRAMS:
Student Programs, a division of Student Development, provides the Appalachian community with a variety of social, cultural, recreational and educational programs and experiences. These co-curricular programs directly enhance and enrich the lives of the students. Planning, promoting, implementing and evaluating student programs provides involved

students with valuable work related skills in managing, leading, organizing, communicating, motivating others, budgeting, advertising, etc. The division seeks to ensure a balanced calendar of programs and activities which are educationally relevant and closely aligned with academic departments. Through internships and management practicums, students supervise support services of the division and gain experience in a variety of career-related positions. Also, the Department of Student Programs operates the Student Union and Legends Social Center to provide facilities and services for programming, meetings, and the general enhancement of life at Appalachian.

The Appalachian Popular Programs Society (A.P.P.S.), is the all-campus programming organization sponsored and advised by the office 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 both the quantity and quality of campus programming. 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 councils: stage shows, special events, club shows, films and concerts, Appalachian Heritage and Council for Cultural Awareness. Membership is open to any graduate student taking six hours or more. Call 262-3032.

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

The Plemmons Student Union is staffed largely by students. It is the heart of the campus and out-of-class learning. There are a number of services and facilities located in the Union, including the Department of Student Programs. They include the Tradewinds Coffeehouse, three study lounges, Multi-cultural Center and 12 various meeting rooms. The Gold Room and the Cascades Cafe–two of Appalachian's food services–are located in the Union. Other services provided in the Union include the information desk and the sign shop. A gameroom, bowling alley and an outing center are all located in the Union. The Union also includes an art gallery, fitness center, aerobics area, rooftop patio, amphitheater and information desk.

Legends is Appalachian's social and entertainment center located on campus. 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. Both the Union and Legends hire graduate students to assist in facility operations.

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

Through a planned series of performing arts programs the University is able to provide a balanced calendar of programs by both professional and student groups. The Performing Arts and Forum Series sponsors fine arts programs while the Office of Student Developmental Entertainment arranges student performances to the campus community and the region in Our House of the Student Union. The Farthing Gallery of Art, in the lobby of Farthing Auditorium, schedules a variety of exhibitions including works of sculpture, fibers, paintings, and photography. The Appalachian Cultural Programs Calendar and Appalachian Arts, both produced by students, highlight these program offerings.

Under the supervision of the Director of Camp Programs, approximately 110 clubs and organizations sponsor a myriad of activities. Fraternities, sororities, academic, honor, and service groups are open for membership. Opportunities are also available for participation in University Theatre, forensics, broadcasting, and music.

Throughout the year, the Office of Minority Student Affairs sponsors a series of educational programs which culminate in the Black Heritage Week in the spring. The purpose of these programs is to increase an awareness of black culture. Through the efforts of the Black Student Association and the BSA Gospel Choir, this office also assists the University in public relations and recruiting Black students.

The Appalachian, a newspaper, is published twice a week as a service to keep the University community informed of campus programs and activities. This publication is produced entirely by students.

Other organizations which provide services to the student body and are managed by students include the Student Printing Service located in Workman Hall and the Student Portrait Program which supports the yearbook.

THE OFFICE OF INTERNATIONAL PROGRAMS:
The Office of International Programs has developed educational opportunities for Appalachian students and faculty through thirty or more written agreements with institutions of higher learning in other countries. Most of these agreements provide both standardized programs of study and are also sufficiently flexible to make possible unique arrangements for graduate students. Students who recognize the importance of an international dimension to their graduate preparation should contact Appalachian's Study Abroad Coordinator, Ms. Nancy Wells.

Each summer approximately twenty groups of students and faculty travel together for summer-session study in other countries all across the globe. All of these programs are available to graduate students. Standard forms of financial aid may be used to help finance international educational ventures just as they are on campus.

For visa questions, international graduate students work with Appalachian's visa officer, Mr. Robert White, Foreign Student Advisor and Assistant Director of the office. International graduate students may secure assistance with campus housing and with orientation to the Appalachian campus and Boone community through Ms. Karen Pardue, International Student Coordinator, according to deadlines defined by an annual schedule.

BELK LIBRARY:
The Carol Grotnes Belk Library is centrally located on Appalachian's campus and provides ready access to a wide range of information resources. The Library has more than fifty faculty and staff to assist people with their research and information questions. It contains areas for individual and group study, an Electronic Library Laboratory, a classroom, film/

video viewing rooms, and private carrels for faculty and for students writing theses. The Library houses over 600,000 books and bound periodicals; 1,378,000 microforms; and 50,000 sound recordings, videos, and other non-print media. It has active subscriptions to 6,000 scholarly and popular journals, newspapers, and serial publications. Access to electronic information is available through AppalSource which includes Appalachian's online catalog, the library catalogs of the other UNC institutions, and CD-ROM, online, and Internet citation and full text databases.

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

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

The Library's hours of operation are listed on its Internet home page: http://www.acs.appstate/edu/dept/library and may also be obtained by calling (704) 262-2812. For other general information about the Library, call (704) 262-2188.

WILLIAM C. HUBBARD CENTER FOR FACULTY AND STAFF SUPPORT

Jeff Butts, Director

The Hubbard Center provides professional and personal support to faculty and staff through three interrelated programs: faculty and academic development, health promotion, and employee assistance service.

Faculty and academic development assists faculty in designing and redesigning courses, experimenting with new instructional materials and techniques, developing curricular and interdisciplinary projects, and analyzing teaching for improvement. Faculty and academic development also sponsors workshops, seminars, and special interest groups concerning teaching and learning.

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

The Employee Assistance Service provides confidential screening, referral, and counseling services to faculty and staff and their immediate families. The program also sponsors support groups and educational classes on topics such as relationship concerns, alcohol abuse, and legal/financial issues.

OFFICE OF INFORMATION AND TECHNOLOGY SERVICES:
This office currently operates a Digital Equipment Corporation computer cluster, including a VAX 8650 with 192 megabytes of main memory and a VAX 8550 with 112 megabytes of main memory. The cluster executes 12 million instructions per second, shares 10.5 billion characters of direct access storage space, two 1200 LPM printers, and three tape drives with recording densities of 1600/6250 bytes per inch and transfer speed of 780,000 bytes per second. The system supports 413 communications ports.

The office provides both administrative and academic computing support for the University and the region. The center is operated on an attended basis from 8 a.m. to 12 midnight weekdays, from 4 p.m. to 6 p.m. on Saturdays and from 4 p.m. to 9 p.m. on Sundays. The cluster is unavailable from 6 p.m. to 9 p.m. on Saturday. All other hours are on an unattended basis for student and faculty use.

The Telecommunications section provides operational and consulting support for the APPALNET broadband coaxial cable data network which connects all campus buildings to all computing facilities. A Microcomputer Training Center provides training, trouble shooting services and consultation on Office Automation to administrative offices. Electronic equipment maintenance, excluding video components, is also supported by this office.

ACADEMIC COMPUTING SERVICES:
The primary mission of Academic Computing Services (ACS) is to provide an appropriate level and range of hardware, software, and consulting support to meet the academic computing needs of students, faculty, and academic staff. Within the limits of its resources, ACS provides adequately equipped and staffed on-campus computer laboratories to enable students to accomplish computing-related academic assignments. ACS is responsible for activities related to the installation of software, consultation for equipment acquisition and coordination of shared local area network resources. This unit also supports faculty and students who own their own computers.

ACS supports faculty in their classroom use of computers as well as in other class-related or professional research activities employing information technology. With respect to each of the campus groups which constitute its clientele, ACS seeks both to provide for current needs and to anticipate those which are likely to arise in the future.

OFFICE OF SUMMER SESSIONS:
R. Clinton Parker, Director
The Office of Summer Sessions at Appalachian State University is committed to the University's primary mission of excellence in teaching and instruction. For this reason, instruction is provided by regular Appalachian Faculty members and highly selected visiting faculty. Mindful of the importance of the development of the total person. Appalachian's summer programs seek to promote the intellectual, cultural and personal development of its students through curricular and extracurricular activities. The University schedules workshops, seminars and traditional courses of varying lengths to allow students to fit their summer studies into other summer plans. Special courses and other programs are offered to teachers and other professionals for both enrichment and the pursuit of advanced degrees. For a schedule of offerings, catalog or other information about summer at Appalachian, please call (704) 262-3154, FAX (704) 262-6590, or write to: The Office of Summer Sessions, John E. Thomas Hall, Appalachian State University, Boone, NC 28608.

Division of Continuing Education

Richard B. Parrott, Director

In cooperation with each of the colleges of the University, The Division of Continuing Education strives to provide educational experiences for those outside the confines of the University through field-based courses, conference, and camp programs.

Although the Division of Continuing Education does not grant degrees, the offices within the Division of Continuing Education work closely with all other academic departments and divisions of the University in order to better serve the various groups and populations calling upon the university for its services. The offices within the Division of Continuing Education are:

Admissions Partnership Program
The Office of Conferences and Institutes
Camp Broadstone
The Office of Extension Instruction

OFFICE OF CONFERENCES AND INSTITUTES

Tony Gray, Director

The University encourages the use of its resources and facilities by groups that are interested in providing education and/or recreational workshops, clinics, camps, retreats, conferences, seminars, and meetings. The Office of Conferences and Institutes is responsible for the development, coordination, promotion and management of non-credit continuing education programs. Programs are offered to individuals from 8 to 80 years of age, utilizing the resources of a diversified faculty and staff and the modern facilities, equipment, and accommodations at the Broyhill Inn and Conference Center, Camp Broadstone, and the main campus.

For information contact the Director of Conferences and Institutes, University Hall, Appalachian State University, Boone, NC 28608. Phone (704) 262-3045.

CAMP BROADSTONE

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

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

For information, contact the Director of Camp Broadstone, Route 4, Box 92, Banner Elk, NC 28604. Phone (704) 963-4640 or 262-3045.

OFFICE OF EXTENSION INSTRUCTION

Tom Fisher, Director

The office serves as a liaison between the region served and all colleges, divisions, and departments of the university in delivering educational services in a field-based setting and in acting in consorted arrangements with other institutions or agencies in service-oriented projects.

These educational services are offered on an as-needed basis throughout Appalachian's service region. This service includes the delivery of courses/ programs in an off-campus setting at a time and location which provides ease of access for non-traditional students interested in continuing their education.

Four basic delivery approaches are employed by Appalachian State University in providing these educational services:

1. Teaching Sites:

This concept utilizes the identification of course delivery sites in two specific geographic areas. The sites are centrally located in each area to provide availability to a larger number of potential students. The students are aware of the continued availability of program courses and of the consistency of the site location. Program departments are aware, through needs assessment surveys and student interaction, of course needs and can plan faculty teaching schedules accordingly. The total degree program is not delivered on site, with on-campus courses making up a significant portion of the total degree requirements.

2. Cluster:

A method of systematically delivering, in a field setting, a prescribed sequence of credit courses designed to conclude in a degree and/or teaching licensure. The cluster concept requires participants to enter the program at one designated time and continue in a predetermined sequence of courses for the duration of the program (usually two years).

3. Graduate Center:

The Center, located on the Winston-Salem State University campus, follows the cluster approach for program delivery. However, monies provided by the state allow greater flexibility in course offerings and reduces the cost of enrollment.

4. Individual Courses:

A single course offered in a field-based setting and taken for academic credit at either the graduate or undergraduate level.

It is important to note that all graduate level courses offered for academic credit are taught by Appalachian State University professors who hold graduate faculty rank. All teaching faculty must gain department and college approval before they are assigned to a course.

Noncredit programs are delivered throughout Appalachian State University's service region as seminars, workshops and short courses and do not require residential support facilities. All programs and faculty must receive State Department of Public Instruction approval prior to program delivery. Extension Instruction administers and maintains permanent student records for Continuing Education Units (Continuing Education Units are referred to as License Renewal Credit by the North Carolina Department of Public Instruction) for all university programs meeting the criteria for awarding Continuing Education Units.

THE CONTINUING EDUCATION UNIT (CEU)

Appalachian State University awards the Continuing Education Unit (CEU) of credit. One Continuing Education Unit is defined as: 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. Increasingly business, industry and professional associations, among others, are requiring their members to periodically return to school to maintain a high level of currency in their field. The CEU is a system designed to document this participation in non-credit courses. The Office of Extension Instruction secures and provides all of the information which is required by the North Carolina Department of Public Instruction for teachers seeking to utilize the CEU for license renewal credit. CEU records are maintained at the Office of Extension Instruction.

Admissions

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

All applications and inquiries should be addressed to: The Dean, Cratis D. Williams Graduate School, Dougherty Administration Building, Appalachian State University, Boone, North Carolina 28608

APPLICATION PROCEDURES

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

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

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

ADMISSION REQUIREMENTS

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

All applicants must submit scores from the Aptitude Section of the Graduate Record Examination or, for those seeking admission to the College of Business, the Graduate Management Admission Test. Applicants seeking admission to programs in the College of Education may submit scores for the Miller Analogies Test as an alternative to the GRE. Students applying for admission to the Department of Biology must also submit scores on the Advanced Examination of the Graduate Record Examination.

COLLEGE OF BUSINESS:

The Graduate Council has established a minimum standard of admission to all programs. For the MBA an applicant must have a minimum of 1,050 using the formula presented below.

(GPA x 200) + GMAT = Total

The College of Business uses the GPA from the last 60 hours of undergraduate study. Applicants must score at least 450 on the GMAT in order to be considered.

COLLEGE OF ARTS AND SCIENCES, COLLEGE OF FINE AND APPLIED ARTS, SCHOOL OF MUSIC:
For other Masters Degrees an applicant must have a total of 2000 using the formula presented below.

(Undergraduate GPA x 400) + GRE-V + GRE-Q or GRE -A = Total

COLLEGE OF EDUCATION:
The College of Education uses the GPA from the last 60 hours of undergraduate study.

If the GPA for the last 60 hours of undergraduate study is above 3.0, applicants can be considered for regular admission. They must present scores from the GRE or MAT, but no minimum score is required.

If the GPA for the last 60 hours of undergraduate study is above 2.70, but below 3.0, applicants can be considered for regular admission if the total of the GRE Verbal and either the GRE Quantitative or GRE Analytical is 800 or more. The minimum MAT score would be 33. The School Counseling program requires that GRE scores be submitted.

Applicants for the Ed.S. can be considered for regular admission if their GPA from their MA degree is above 3.5. They must present scores from the GRE or MAT, but no minimum score is required. If their GPA is 3.25 to 3.5, a minimum of 900 must be obtained on the GRE (GRE-V + GRE-Q or GRE-A). The minimum MAT score would be 41.

The requirements described above are minimum requirements and do not guarantee acceptance. Programs are selective and admission decisions are based on consideration of additional factors. A limited number of students who do not meet the minimum standards may be allowed to enroll with special permission. Minority applicants are encouraged to apply.

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

ADMISSION STATUS

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

Regular. Regular admission to the Graduate School is granted to students who meet the established requirements for entrance. Conditions, such as the completion of one or more additional undergraduate or graduate courses, may be specified. A student who lacks course prerequisites for admission, but is otherwise admissible may be admitted on a provisional basis.

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

Applicant. Students whose applications are incomplete may register only after securing permission of the department chairperson and the Dean of Graduate Studies and Research. To enroll as an applicant, a student must submit to the Graduate School the following materials: a completed application form, letters of recommendation, and official transcripts. These materials must be on file in the Graduate School at least ten working days before the first day of classes during the semester when the student plans to take classes. The student must make arrangements to take the GRE, MAT, or GMAT during that first semester. All applicants must complete the admission process during the first semester of graduate study. Failure to complete the admission process during the initial semester will result in the student's ineligibility to register for a second semester of graduate study. The College of Business MBA Program does not permit students to enroll as applicants. No more than 12 hours of credit earned prior to admission may be applied toward a graduate degree, and that only upon approval by the student's advisory committee.

Licensure Students. Students possessing licensure and a master's degree in one area and seeking licensure in another area need not apply for admission to Graduate School except for those seeking licensure in school counseling through the Department of Human Development and Psychological Counseling. However, all students seeking licensure must be approved by the appropriate department and be accepted into the licensure program. Students seeking licensure may apply to graduate school at any time. Not more than 12 hours of course work completed prior to admission may be counted toward the graduate degree, and that only upon approval by the student's advisory committee.

Renewal Licensure. Students possessing a baccalaureate degree and licensure may take graduate courses to meet renewal requirements. Students are advised, however, that departments may reserve courses for degree-seeking students only. Students seeking renewal credit may apply to graduate school at any time. Not more than 12 hours of coursework completed prior to admission may be counted toward the graduate degree, and that only upon approval by the student's advisory committee.

Non-Degree Students. Students holding a baccalaureate degree and who are not working toward a graduate degree are permitted to take graduate courses only with the written permission of the Graduate Dean. Coursework taken as a non-degree student is not normally counted toward a graduate degree. If a student is accepted into a degree program, the student's advisory committee can petition for no more than six hours of coursework to be included in the program of study. Students are advised, however, that departments may reserve courses for degree-seeking students only. Students taking courses for personal enrichment and North Carolina citizens over 65 who are registering for a tuition free course are classified as special students, and therefore are subject to the appropriate regulations stated in the current *General Bulletin* of Appalachian State University. **No more than 12 hours of coursework completed prior to admission may be counted toward the graduate degree, and that only upon approval by the student's advisory committee and the Graduate Dean. The 12 hours may be taken under applicant or licensure status, or as a combination of both, or as a combination of applicant and/or licensure status and non-degree status– but in no case will more than 12 hours of pre-admission credit be applied toward a graduate degree.**

Auditors. Regular fees are charged for auditing. A student may register as an auditor for a course with the written consent of the instructor. Classes audited shall count as part of the student's load, but he or she will receive no credit and no grade will be assigned. An

auditor is expected to be regular in class attendance. An auditor is not required to take tests and examinations. An auditor who finds it necessary to discontinue class attendance should formally drop the course.

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

Seniors with a grade point average of 3.00 or above desiring to enroll in graduate level courses for graduate credit to be applied to a graduate degree may do so provided they have: (1) made application for admission to the Graduate School; (2) made application to take the GRE, MAT or GMAT; and (3) obtained written permission from the course instructor, chairperson of the department offering the course, and the Graduate Dean.

INTERNATIONAL STUDENTS

Since several months may be required to receive and process applications from abroad, international students are urged to submit complete information as early as possible. For the fall semester, applications should be in the Office of the Dean of Graduate Studies and Research by April 1, and all supporting documents and credentials by May 15. Applicants whose native language is not English should have scores on the Test of English as a Foreign Language (TOEFL) sent as early as possible. Normally, a score of 550 on the TOEFL is required for admission; a higher score may be necessary if an applicant wishes to be considered for an assistantship.

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

READMISSION

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

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

Expenses and Financial Aid

As a state-supported institution, the University recognizes its obligation to provide educational opportunities to those who will benefit from them. Considerations of space, availability of housing, and other limitations, however, place some restriction on the number of students who can be admitted to the University. For this reason, students are requested to apply as early as possible.

Appalachian admits students at the beginning of the fall, spring, and summer terms. Individual programs may have policies restricting when new students may start. Anyone wishing to apply to the Graduate School should write to the Dean of Graduate Studies and Research, Appalachian State University, Boone, NC 28608, for full information and application forms.

EXPENSES

Tuition and fees are charged by the semester and are due and payable in advance at the beginning of each semester in accordance with payment instructions issued prior to each semester.

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

SEMESTER CHARGES (ESTIMATED RATES FOR 1997-98)

	In-state	**Out-of-state**
Full-Time Graduate Students (9+ hours):	$867.00	$4444.00

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

Part-Time Graduate Students:

Hours:	0-2	3-5	6-8
In-State Charge:	$ 227.50	$ 337.50	$ 565.00
Out-of-State Charge:	$1122.50	$2125.50	$3245.00

FIELD-BASED CHARGES:

Students enrolling in an off campus course conducted by the Office of Extension Instruction pay tuition amounts which are based upon the number of students enrolled, the location of the course and the availability of any external funding in support of these courses. For information regarding specific courses or locations, please call 262-3113.

OTHER CHARGES:

Textbooks: Graduate students purchase their textbooks.

Late payment of charges: $40.00

Examinations:
The Counseling and Psychological Services Center administers the National Teacher Examinations, Miller Analogies Test, Graduate Record Examination, the Graduate Manage-

ment Admission Test, the Law School Admission Test, and other examinations charging fees, when applicable, in accordance with the schedule of fees maintained in the Center.

SPECIAL NOTE. Before taking final examinations at the close of each semester, a student is expected to settle all accounts. A student may not register for a new semester until all charges have been settled. A student cannot receive a degree, license, or transcript of credits until all accounts and loans have been paid.

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 officially withdraws from the University (i.e., discontinues all classes and formally notifies the Registrar's Office to that effect), a refund will be made, as follows:

If the formal notification of withdrawal is made through the first day of classes, the student will receive a one hundred percent refund of all charges.

After the first day of classes, refunds are made according to the following schedule:

During the remainder of the first two weeks of classes, a refund of ninety percent.

During the second two weeks of classes, a refund of fifty percent.

During the fifth through the ninth week of classes, a refund of twenty-five percent.

Note that this refund schedule applies only to fall and spring semesters-summer terms are prorated accordingly.

Students who withdraw after the first nine weeks of a fall or spring semester (or the proportional amount of a summer term) will not be eligible for a refund.

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.)

Withdrawal at any time will entitle the student to a refund of unspent funds on her or his meal account.

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

REDUCTION IN CLASS SCHEDULE

If students reduce their class schedules during the first five days of classes (during the "Drop-Add" period), one hundred percent of the difference in tuition and fees between the original and revised schedules will be automatically credited to their accounts and available for refund.

Students who reduce their class schedules after the first five days of classes will not be eligible for a refund.

FINANCIAL AID RECIPIENTS

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

If a recipient of financial aid is deemed eligible for a refund, that refund does not go directly to the student, but is repaid first to the following sources of the financial aid and in the following order: 1) Federal Stafford Loan (Unsubsidized), 2) Federal Stafford Loan (Subsidized), 3) Federal PLUS Loan, 4) Federal Perkins Loan, 5) Federal Pell Grant, 6) Federal SEOG, 7) State (of North Carolina) Student Incentive Grant, 8) State Programs (need-based), 9) Institutional Scholarships, 10) State Programs (non need-based), 11) Outside Scholarships, and 12) the recipient.

Federal Pro-Rata Refund Policy. The following refund schedule applies ONLY to recipients of federal financial aid who withdraw from the University during their INITIAL academic term of enrollment. Recipients who withdraw during subsequent academic terms will receive a refund based on the University's normal refund schedule.

Week	Pro-Rata Refund Percentage	Week	Pro-Rata Refund Percentage
1	90%	6	60%
2	90%	7	50%
3	80%	8	50%
4	70%	9	40%
5	60%		

RESIDENCE CLASSIFICATION FOR TUITION PURPOSES

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

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

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

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

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

Military personnel. A North Carolinian who serves outside the state in the armed forces does not lose North Carolina domicile simply by reason of such service. And students from the military may prove retention or establishment of residence by reference, as in other cases, to residentiary acts accompanied by residentiary intent.

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

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

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

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

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

Lost but regained domicile. If a student ceases enrollment at or graduates from an institution of higher education while classified 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.

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. Copies of the manual are available for review on request at the reference desk in Belk Library.

STUDENT FINANCIAL AID

General Application Procedures

Graduate students who wish to apply for federal, state, or institutional need-based financial assistance must complete and mail for processing the Free Application for Federal Student Aid (FAFSA). The priority deadline to mail the FAFSA to the processor is March 15. The FAFSA may be obtained from the Office of Student Financial Aid.

The FAFSA will be processed according to the federal methodology and will determine the Expected Family Contribution (EFC). The student will receive a Student Aid Report (SAF) and the Office of Student Financial Assistance will electronically receive the Institutional Student Information Report (ISIR). If the student's record is selected for verification, the student will be requested to submit certain documents to verify the data submitted on the FAFSA. When the student's financial aid file is complete, the student will receive a financial aid award letter listing the types and amounts of financial aid offered. The student must return the financial aid award letter indicating whether they are accepting or declining each type of aid offered.

Federal Programs

The Federal Stafford Loan (subsidized and/or unsubsidized), Federal Work-Study, and the Federal Perkins Loan are the Federal Programs for which graduate students may qualify. *The Student Guide* is a federal publication describing the Federal Programs and the eligibility criteria. *The Student Guide* may be obtained from the Office of Student Financial Aid, by calling 1-800-433-3243 or by visiting web site http://www.ed.gov/prog_info/SFA/StudentGuide.

Under the Board of Governors general Minority Presence Grant Program, black students may be eligible for special financial assistance if they are residents of North Carolina, enrolled for at least three hours of degree credit course work, and demonstrate financial need.

The Minority Presence General Grant Program: General Program – The University will continue to fund the Minority Presence Grant Program – General Program, Part I and Part II. The University will allocate this money to historically white and historically black institutions to aid them in recruiting financially needy North Carolina students who would be minority presence students at the respective institutions by enabling the institutions to offer relatively more aid for minority presence students in the form of grants rather than loans. General Program Part I includes funds for minority presence grants for students attending the North Carolina Central University School of Law. General Program Part II consists of grant funds for Native Americans, Hispanics, and Asians.

GRADUATE ASSISTANTSHIPS, FELLOWSHIPS, SCHOLARSHIPS

Competitively awarded graduate assistantships involving teaching, research, or service to the University are available in most departments for the regular session. Assistants will devote 20 hours a week to instruction, research, or service for the University. In some cases, Assistants may give proportionately less time to their assistantships. Assistants usually receive academic-year stipends and are permitted to carry an academic load of six, nine, or twelve semester hours depending upon the classification of the assistantship. The average single assistantship carries a stipend of $5,500. Appalachian offers only a limited number of graduate assistantships for the summer session, with stipends ranging from $480 to $600 for each term.

Presently, E.R. Lovill Fellowships of $5000, Graduate Alumni Scholarships of $2000, and Alumni Fellowships of $1000 are available. Applicants should apply to the Graduate School stating their academic backgrounds, plans, and financial needs. For a listing of scholarships administered by departments, see the listing in the general bulletin.

Anyone wishing to apply for an assistantship should write the Dean of Graduate Studies and Research for application forms and return them properly filled out not later than July 1. Applications for assistantships, fellowships, and work-study assistantships are considered only after applicants have been admitted to the Graduate School.

The Minority Presence Grant Program for Doctoral Study, Law, and Veterinary Medicine provides stipends of up to $4,000 for the academic year, with an option of $500 in additional support for study in the summer session, for black residents of North Carolina who are selected to participate. Recipients must be full-time students pursuing doctoral degrees, law degrees, or degrees in veterinary medicine at East Carolina University, North Carolina State University, The University of North Carolina at Chapel Hill, or The University of North Carolina at Greensboro.

Minority Presence Grants are also available for masters and specialists candidates. The funds are limited and are used to help cover the costs of tuition. Students must complete a Financial Aid Form to be eligible for these funds.

INFORMATION TO VETERANS, DEPENDENTS OF DISABLED OR DECEASED VETERANS, MEMBERS OF NATIONAL GUARD/ RESERVES.

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

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

Persons eligible to receive these benefits must process an application and enrollment data sheet with the VA Certifying Official, office of Student Financial Aid. VA Education Benefits are not payable for some courses of instruction, i.e., some internships, independent study, individual study. Contact the VA Certifying Official to determine if benefits are payable for these courses.

Children of disabled or deceased veterans who are North Carolina residents may be eligible for scholarship which pays tuition, some fees, room, and meals from the North Carolina Division of Veterans Affairs, Raleigh, North Carolina. Applications may be obtained from a veterans service officer located in the prospective student's home town or county.

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

Additional information regarding VA related benefits may be obtained by contacting the VA Certifying Official, Office of Student Financial Aid, Appalachian State University, Boone, North Carolina 28608, (704) 262-2190.

STUDENT EMPLOYMENT PROGRAMS

Student employment programs are maintained to help students pay University 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, and the food service areas.

The on-campus student employment programs consist of the Student Temporary work program and the Federal Work-Study Program.

Off-campus job information is provided by the Student Employment Office located in the Career Development Center in the John E. Thomas Academic Student Support Building. The function of this office is to find on and off-campus jobs for enrolled students.

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

STUDENT LOAN PROGRAMS

Students must be enrolled at least half-time (six credit - not audit - hours) to receive a Federal loan. Detailed information concerning student and parent loan programs will be included with the financial aid award letter. General information is available in *The Student Guide* (published by the Department of Education) which may be obtained from a high school guidance councelor, any post-secondary institution of the Office of Student Financial Aid. Loans available to Appalachian students include:

- Federal Perkins Loan (based on financial need)
- Federal Subsidized Stafford Loan (based on financial need)
- Federal Unsubsidized Stafford Loan (not based on financial need)
- Federal Parent Loan for Undergraduate Students (PLUS) (not based on financial need)

Degree Requirements

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

SUMMARY OF PROCEDURES FOR GRADUATE DEGREE STUDENTS

SUCCESSIVE STEPS	TIME
1. Application for admission to Graduate School.	1. At least one month prior to student's first registration.
2. Submission of scores for the PRAXIS (NTE) for those seeking initial teacher licensure at the graduate level.	2. During the first semester of graduate work.
3. Consultation with departmental advisor.	3. During registration and about two weeks later.
4. Completion of the program of study leading to the degree.	4. Prior to the close of the first semester.
5. Application for admission to candidacy.	5. After the student has completed one semester (8-12 hours) of graduate study, but before the student completes 18 hours.
6. Clearance and application for degree. Obtain necessary forms and instructions from the Graduate Office.	6. By end of the first week of final semester.
7. Filing of unbound copies of thesis and abstracts in the university library.	7. During last semester and at least 14 calendar days before graduation.
8. Comprehensive examination.	8. At least 14 calendar days prior to date set for graduation.
9. Completion and defense of thesis.	9. Immediately after approval of thesis committee and acceptance by the Dean of Graduate Studies and Research.
10. Conferring of degree.	10. Commencement.

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

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

ADMISSION TO CANDIDACY

Admission to Graduate School does not carry with it Admission to Candidacy for the graduate degree. Admission to Candidacy requires one semester of graduate study in the University.

1. Admission to Candidacy is contingent upon the recommendation of the applicant's advisory committee. If the candidate's advisor and committee cannot recommend the student for Admission to Candidacy after the student has completed 8 to 12 semester hours, the student may not be permitted to register for further coursework leading to a graduate degree. If the student is permitted to continue, the advisor will inform the student in writing of the reasons for not recommending the student for candidacy. If the student does not qualify for candidacy before the completion of 18 hours, the student will not normally be permitted to continue as a degree student.
2. Before being accepted as a candidate for the degree, an applicant will be expected to have demonstrated ability to do satisfactory work at the graduate level. A student must have at least a 3.00 average at the time the application for candidacy is presented.
3. Students shall file with their advisor a proposed program of study before the end of the first semester. Forms for this purpose may be obtained either from the advisor or from the Graduate School. The program of study is presented to the Graduate School by the advisor immediately upon approval by the advisory committee.
4. The student may, in certain circumstances, be permitted to construct a program of study which will lead to the completion of more than one major under the same graduate degree. The advisors and advisory committee, to be appointed by the chairperson(s) of the department(s) offering the majors, will be composed of graduate faculty members from each of the majors involved to insure that the student's program of study fully meets all of the requirements in each of the majors. The student should be aware that more than the minimum number of hours may be required to complete such a program, and that a comprehensive examination will be administered for each of the majors involved.
5. Applicants planning to pursue a North Carolina State Department of Public Instruction licensure program are required to present a minimum of 18 semester hours of undergraduate credit in public school education and related courses. The applicant's academic field shall be based upon a prerequisite of an undergraduate major in that field.
6. At the time the student is recommended for Admission to Candidacy, the committee will indicate the specific language proficiency, if one is required for the particular major involved. (See the section following on proficiency requirements or see the department descriptions.)
7. After the student has been admitted to candidacy, the program of study must be followed unless a change is approved by the advisor and the Assistant Dean of Graduate Studies.

REQUIREMENTS FOR GRADUATION

The degrees of Master of Arts, Master of Business Administration, Master of Library Science, Master of Music, Master of Public Administration, Master of School Administration, Master of Science, Specialist in Education or Certificate of Advanced Study or Doctor of Education may be conferred upon a student who has successfully completed the program of work. Persons who wish to graduate in a certain term must: 1) apply for graduation; and 2) have completed all graduation requirements or be able to complete all graduation requirements by the end of that term.

MASTER OF ARTS (M.A.)

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

THESIS PROGRAM

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

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

2. A minimum residence of one academic year or its summer equivalent is required.
3. A thesis in the major field of interest must be complete. Credit for the thesis varies by department (1-6 hours).
4. All graduate credit offered for the degree must have been earned within a limit of 7 calendar years. Coursework that is beyond the 7 year limit cannot be used for the degree.
5. Not more than 10 semester hours (9 semester hours for the M.S. in Accounting) offered toward the degree may be credit earned in courses with catalog numbers below 5000.
6. Grades on coursework may not average lower than 3.00. No graduate course with a grade of "F" or "U" will be credited toward the degree.
7. An acceptable performance on a comprehensive examination, either oral or written or both, is required of every candidate for the degree, except the MBA and Accounting degrees. The comprehensive must be scheduled during the last one-third of the residence period and at least 14 calendar days prior to the date on which the candidate receives the degree. The candidate must have been admitted to candidacy prior to taking the comprehensive examination. This examination is evaluated by at least three members of the graduate faculty, all of whom sign the report forwarded to the Dean of Graduate Studies and Research.

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

The student must have presented a prospectus to the thesis committee and received approval of the proposed topic before being permitted to register for the thesis. The candidate's thesis advisor and two graduate faculty members of the department will constitute the thesis committee. The department chairperson may appoint any member of the department graduate faculty to act as chairperson of the thesis committee and to supervise the writing of the thesis.

NON-THESIS PROGRAM

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

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

A candidate may, with the permission of the advisor and the approval of the Graduate School, offer up to eight semester hours of graduate credit from another graduate school or eight semester hours of graduate field-based credit from Appalachian or a combination of up to eight semester hours, but in no case may the residence at Appalachian be less than one academic year. See the section on the Department of Human Development and Psychological Counseling for varying requirements.

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

2. All graduate credit offered for the degree must have been earned within a limit of 7 calendar years. Coursework that is beyond the 7 year limit cannot be used for the degree.
3. Not more than 12 semester hours offered toward the degree may be credit earned in courses with catalog numbers below 5000.
4. Grades on coursework may not average lower than 3.00. No graduate course with a grade of "F" or "U" will be credited toward the master's degree.
5. An acceptable performance on a comprehensive examination, either oral or written or both, is required of every candidate for the Master of Arts degree. The comprehensive must be scheduled during the last one-third of the residence period and at least 14 calendar days prior to the date on which the candidate receives the degree. The candidate must have been admitted to candidacy prior to taking the comprehensive examination. This examination is evaluated by at least three members of the graduate faculty, all of whom sign the report forwarded to the Dean of Graduate Studies and Research.

PROFICIENCY REQUIREMENTS

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

Foreign Language. A reading knowledge of a foreign language, normally French or German. A language other than one normally required may be substituted with the approval of the student's advisor and the Dean of Graduate Studies and Research. Two years of successful college study in a language will meet the requirements. One who has not completed two years of college credit must take a language examination.

The student should apply for the language examination directly to the chairperson of the Department of Foreign Languages and Literatures not later than three weeks before the date the examination is scheduled. The chairperson, after reviewing the student's examination paper, will submit to the Dean of Graduate Studies and Research a report of the student's performance. The Dean of Graduate Studies and Research will inform the student and the student's advisor by mail whether the student has passed the examination. The student must have passed the examination in a foreign language before being permitted to file an application for a master's degree.

Computer Science, Statistics. The student electing to demonstrate proficiency in statistics or computer science should confer with the chairperson of the Department of Mathematical Sciences. Usually three courses in statistics, if satisfactorily completed, will meet the requirements. Generally these courses and a machine-use course will meet the computer requirements. Generally these courses should be from departments of Mathematics, Statistics, and/or Computer Science. At Appalachian State University it is the Department of Mathematical Sciences.

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

(1) APPALACHIAN STUDIES: a reading knowledge of a foreign language or demonstrated competence in statistics and/or computer science, subject to the approval by the student's advisor.
(2) ENGLISH: a reading knowledge of a foreign language.
(3) FAMILY AND CONSUMER SCIENCES: demonstrated proficiency in statistics by satisfactory completion of STT 2810 and STT 3820 or FDN 4600 or an equivalent course.
(4) HISTORY: a reading knowledge of a foreign language, or demonstrated proficiency in statistics and computer science as a research tool, subject to departmental approval.
(5) MATHEMATICS: demonstrated proficiency in computer science, statistics, or another academic area, subject to the approval of the academic graduate committee in mathematics.
(6) POLITICAL SCIENCE: demonstrated proficiency in reading a foreign language or quantitative analysis as a research tool. The department may determine the proficiency required.
(7) PSYCHOLOGY: demonstrated competence in statistics and/or computer science. In Psychology, the Graduate School proficiency requirement will be met by completion of PSY 5020.
(8) ROMANCE LANGUAGES: A reading knowledge in French is required for all three French concentrations/programs and a reading knowledge in Spanish is required for all three Spanish concentrations/programs.

GRADUATE MINORS

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

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

MASTER OF SCIENCE (M.S.)

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

1. A thesis (optional for accounting majors).
2. A reading knowledge of German, French, or Russian (not required for accounting, computer science, or applied physics majors). Biology majors may choose to demonstrate proficiency in a computer programming language.
3. An orientation examination during the first two weeks of the program (not required for accounting or applied physics majors).

4. A comprehensive examination, except in accounting.
5. An oral defense of the thesis.

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

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

The Master of Business Administration program provides a curriculum offering professional training for executive positions in business, industry, and government. The degree also prepares students for doctoral study leading to careers in teaching and research. The program is both for those who hold baccalaureate degrees in business and for those who have earned degrees in other disciplines. The student is responsible for meeting general regulations and minimum degree requirements as set up by the Graduate School for graduate study. For students with satisfactory undergraduate preparation in business, the M.B.A. program consists of a minimum of 36 semester hours of advanced coursework. For students without adequate undergraduate preparation, prerequisite courses must be completed. No comprehensive examination is required for M.B.A. students.

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

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

MASTER OF MUSIC (M.M.)

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

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

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

MASTER OF SCHOOL ADMINISTRATION (M.S.A.)

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

SECOND MASTER'S DEGREE

A student holding a master's degree may earn a second master's degree in another discipline, following the same admission procedures as stated for the master's degree. During the first semester of study for a second master's, students plan with their advisors a program of study to include a minimum of 30 additional semester hours which may or may not include a thesis. If a thesis is included, at least 26 semester hours of the work must be completed at Appalachian. If a thesis is not written, the student may include up to eight semester hours of graduate work not more than 7 years old from another approved graduate school or eight semester hours of field-based work completed through Appalachian. An

application for candidacy must be filed during the first semester and a comprehensive examination will be taken near the close of the last semester of the program. (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.)

EDUCATIONAL SPECIALIST'S DEGREE (ED.S.)

The Educational Specialist's degree is intermediate between the master's degree and a doctoral degree. Admission to this degree program is based upon the applicant's holding a master's degree from an accredited institution. Regulations and procedures governing the master's degree also apply to the Educational Specialist's degree. Eight semester hours taken beyond the master's degree at an approved institution may be transferred. Course requirements range from 30 to 36 semester hours of graduate work beyond the master's degree.

CERTIFICATE OF ADVANCED STUDY (C.A.S.)

Upon completion of the requirements in the program in School Psychology, a student earns both a Master of Arts degree and a Certificate of Advanced Study. This 72 semester hour program is administered by the department of psychology. Regulations and procedures governing the Master's degree also apply to the Certificate of Advanced Study.

DOCTOR OF EDUCATION DEGREE (ED.D.)

The Doctor of Education Degree is the first doctorate to be offered at Appalachian and is designed for school leaders who wish to further develop and refine their leadership capabilities, and to increase their knowledge and skill in leading complex organizations.

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

FIELD-BASED OPTION

Designed primarily for other than full-time students, the field-based master's or specialist's degree programs provide the opportunity for students to extend or update their academic credentials with only short, conveniently scheduled, on-campus experiences. Except for 9 hours of resident credit, students attend classes in communities that have requested such programs. In either case, the student is responsible for meeting regulations and degree requirements as set up by the Graduate School for graduate study with the exception of resident credit.

APPLICATION FOR THE DEGREE

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

Students may not file for a degree during the term in which they are admitted.

COMMENCEMENT

Candidates for graduate degrees are encouraged to be present at commencement to receive the degree in person. Candidates graduate in absentia by filing a notification with the Graduate School.

Academic Regulations

THE INSTRUCTIONAL PROGRAM

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

A new catalog is issued biennially; and, while course offerings are fairly continuous from year to year, the graduate faculty reserves the right to make changes in curricula, degree requirements, and academic policies. The information in any given catalog is, therefore, usually valid only for the two-year period of its issue, and is superseded by subsequent issues. Any interested person should consult the most recent issue of the University catalog for current information about the instructional program.

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

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

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

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

STANDARDS OF SCHOLARSHIP. In all work for a degree, scholarly performance is expected. The student is expected to demonstrate academic competence, intellectual honesty and responsibility, a willingness to do more than the minimum required, and the ability to think critically and constructively.

State statutes concerning standards of scholarship are as follows:

> 14-118.2. Assisting, etc., in obtaining academic credit by fraudulent means.
> (a) It shall be unlawful for any person, firm, corporation or association to assist any student, or advertise, offer or attempt to assist any student, in obtaining or in attempting to obtain, by fraudulent means, any academic credit, or any diploma, li-

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

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

COURSE AND GRADE POLICIES

COURSE NUMBERING. Courses designated in this catalog as 5000 and above are limited to graduate students only. Courses designated 4500 to 5000 may be taken by undergraduate and graduate students. Occasionally, graduate students may be permitted to include in their programs courses with numbers between 3000 and 4500 provided the courses are part of their approved program of study. Lower level undergraduate courses are normally taken as prerequisites. Graduate students should be aware that a certain number of hours are required at the 5000 level, according to the program of study pursued.

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

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

The comma in the course number, credit, and semesters indicates that the course is continuous but that one semester may be taken independently of another.

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

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

Accounting	ACC	Business Education	B E
Anthropology	ANT	Chemistry	CHE
Appalachian Studies	A S	Chinese	CHN
Applied Music	AMU	Communication	COM
Art	ART	Communication Disorders	C D
Astronomy	AST	Computer Information Systems	CIS
Athletic Training	A T	Computer Science	C S
Biology	BIO	Criminal Justice	C J
Business	BUS	Curriculum and Instruction	C I

Dance	DAN	Japanese	JPN
Economics	ECO	Latin	LAT
Educational Leadership	EDL	Leadership and Higher Education	LHE
English	ENG	Leisure Studies	L S
Exercise Science	E S	Library Science	LIB
Family and Consumer Sciences	FCS	Management	MGT
Finance, Insurance and Real Estate	FIR	Marketing	MKT
Foreign Languages and Literatures	F L	Mathematical Sciences	MAT
Foundations of Education	FDN	Military Science	M S
French	FRE	Music	MUS
General Honors	G H	Philosophy and Religion	P&R
General Science	G S	Physical Education	P E
General Science Astronomy	GSA	Physics	PHY
General Science Biology	GSB	Planning	PLN
General Science Chemistry	GSC	Political Science	P S
General Science Geology	GSG	Production/Operations Management	POM
General Science Physics	GSP	Psychology	PSY
Geography	GHY	Reading	R E
Geology	GLY	Russian	RSN
German	GER	Social Science	
Gerontology		Social Work	S W
Health Care Management	HCM	Sociology	SOC
Health Education	HED	Spanish	SNH
Health Promotion	H P	Special Education	SPE
History	HIS	Statistics	STT
Hospitality Management	HOS	Technology	TEC
Human Development and Psychological Counseling	HPC	Theatre	THR
Interdisciplinary Studies	IDS	University Studies	U S

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

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

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

REGISTRATION. Graduate students register at the time specified on the University's academic calendar. Registration material and instructions are provided by the Office of the Registrar.

CLASS ATTENDANCE. Graduate students are expected to be responsible for regular class attendance. A student whose attendance in classes is unsatisfactory to the instructor, the advisor, or the Dean of Graduate Studies and Research may be excluded from a course, a final examination, or a graduate program.

DROPPING A COURSE. During the fall and spring semesters there is a nine-week drop period beginning with the first day of classes. Within the first week of this period–i.e., the first five days of classes–a student is allowed to drop courses without either academic or financial penalty. Within the last eight weeks of this period–i.e., weeks two through nine–a student is allowed to drop courses without academic penalty. Note that there is no refund or adjustment of charges if a course is dropped after the first five days of classes.

After the nine-week period a course cannot be dropped except for exceptional circumstances and with the approval of the instructor, chairperson and dean. A drop approved for exceptional circumstances will not be computed in the grade point average.

A course not officially dropped will receive a grade of "F" or "U"; the "F" will be computed in the grade point average.

The drop periods for the summer terms will be published in the summer schedule of classes.

WITHDRAWAL. A student is allowed to officially withdraw (i.e., cease enrollment in all courses) WITHOUT ACADEMIC PENALTY during the first nine weeks of a fall or spring semester. In order to officially withdraw, the student must formally contact the Registrar's Office (located on the first floor of John E. Thomas Hall). A grade of "W" (Withdrawal) will be assigned to each course if the student withdraws during the first nine weeks of a fall or spring semester (the last day to withdraw WITHOUT ACADEMIC PENALTY is indicated in the *Schedule of Classes* published for each academic term).

A student who officially withdraws AFTER the first nine weeks of a fall or spring semester will receive a grade of "WF" (Withdrawal/Failing) or "WU" (Withdrawal/Unsatisfactory) on each course for which she or he is enrolled at the time of withdrawal.

There are two exceptions to the above policy:

1. A student can petition for withdrawal without academic penalty for compelling medical or psychological reasons. Students seeking a medical withdrawal must contact Student Health Services; those seeking a withdrawal for psychological reasons must contact the Counseling and Psychological Services Center. Supporting documentation will be required. If a medical or psychological withdrawal is approved, the student will receive a grade of "W" in each course for which she or he is enrolled.
2. A student can petition for withdrawal without academic penalty for extenuating (i.e., for other than medical or psychological) reasons. The student must formally notify the Registrar's Office. The reasons for the withdrawal should be clearly stated, and supporting documentation may be required. Consideration will be given to the reasons for the withdrawal and grades may be assigned on a course-by-course basis, as deemed appropriate.

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

A student who ceases to attend all classes prior to the end of an academic term, but does not officially withdraw (i.e., does not formally notify the Registrar's Office) will automatically receive a "Failing" grade on each course for which she or he is enrolled.

SUSPENSION AND DISMISSAL

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

Graduate students who fail to maintain a cumulative grade average of at least 3.00 may not be permitted to re-register as degree candidates without the written recommendation of the advisor and the approval of the Dean of Graduate Studies and Research. Normally, degree candidacy is discontinued for the student who has received as many as four grades of "C", and if a graduate student receives a grade of "F" or "U" the student may not continue in graduate school unless the advisor submits in writing an acceptable recommendation to the Dean of Graduate Studies and Research. In no case may a graduate student be permitted to repeat more than one course to improve the grade, and the student who receives a second grade of "F" or "U" may not continue toward the graduate degree under any circumstances.

GRADES

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

A = Superior graduate accomplishment, 4 grade points per semester hour.
A- = 3.7 grade points per semester hour.
B+ = 3.3 grade points per semester hour.
B = Average graduate accomplishment, 3 grade points per semester hour.
B- = 2.7 grade points per semester hour.
C+ = 2.3 grade points per semester hour.
C = Below average but passing, 2 grade points per semester hour.
C- = 1.7 grade points per semester hour.
F = Failing grade. An "F" in the approved graduate program of study must be removed at the time of graduation.
I = Incomplete, given because a student has not completed the quantitative requirements of a course due to sickness or some other unavoidable cause. Except for graduate thesis courses (5999 or 6999), an I becomes an F or U if not removed within the time designated by the instructor, not to exceed a year.
@F = Administrative Failure (given in cases where a student has not properly withdrawn from a class).
AU = Auditing, no credit.
IP = In Progress
NR = Grade Not Reported (hours not counted in computing GPA).
S = Satisfactory, given for a practicum, a thesis and other designated courses.
U = Unsatisfactory, given for a practicum, a thesis and other designated courses.
W = Withdrawal, either from a course or from the University.
WP = Withdrawal/passing.
WF = Withdrawal/failing, course dropped with failing grades more than nine weeks after registration closes.
WU = Withdrawal/unsatisfactory.

All grades of "@F", "F", "I", "IP", "NR", "U" and "WF" which are in the approved graduate program of study must be removed at the time of graduation.

Graduate credit accepted in fulfillment of the requirements for a graduate degree shall average not lower than 3.00, and no credit toward the degree shall be granted for a grade of "F", "U", or "WF". Course work reported "Incomplete" must be completed within a year of the official ending of the course. Any extension of this period must be approved by the Registrar and appropriate dean. The grade of "D" is not given in Graduate School. 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 Dean of Graduate Studies and Research. Graduate students may not elect the Pass/Fail option.

REPEAT RULE

No more than one Program of Study course may be excluded from the GPA by repeating it once for a higher grade. The hours for the first Program of Study course that is repeated will automatically be excluded.

The second grade always stands for a repeated course. The hours earned will be counted only once if both grades are passing. If the second grade is "F", the hours earned for the first course will be discounted. A student may not graduate with an "F" or "U" in the Program of Study.

CHANGING GRADES

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

CHANGING MAJORS

Students who have been approved by one department but who wish to change to another must have the approval of the Dean of Graduate Studies and Research and of the department into which they propose to transfer before the change may be made. Change of Major request forms are available in the Graduate School.

CREDIT BY EXAMINATION

Upon the recommendation of a graduate student's committee and with the approval of the chairperson of the department in which it is listed, one course numbered 4500-4999 may be challenged by examination for graduate credit. Courses numbered 5000 and above may not be challenged by examination. Grades are not recorded for credit earned by examination. Credit by examination may not be used to repeat a course.

Anyone seeking to pursue credit by examination must be a candidate for a degree at Appalachian or must be working for credit for teacher licensure.

INDIVIDUAL STUDY

After graduate students have been admitted to degree candidacy, they may arrange to take courses numbered above 4499 on an individual basis provided the advisor, the chairperson of the department in which the course is offered, and the instructor all agree. Appropriate forms for requesting permission to take a course by individual study are furnished by department chairpersons. Anyone seeking to pursue individual study must be a candidate for a degree at Appalachian or must be working for credit for teacher licensure.

INDEPENDENT STUDY AND SELECTED TOPICS

With the approval of the instructor, the department chairperson, the dean of the college, and the Dean of Graduate Studies and Research, graduate students who have been admitted to candidacy may register for independent study in their major field. Students registered for independent study must be scheduled for regular conference periods at least weekly. No more than six semester hours of independent study may be applied toward a

graduate degree, and no more than twenty-five percent of the student's degree program may be taken in a combination of selected topics and independent studies. Anyone seeking to pursue independent study must be a candidate for a degree at Appalachian or must be working for credit for teacher licensure.

TIME LIMIT

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

TRANSFER CREDIT

A student enrolled in a degree program in which a thesis is not required may usually be permitted to transfer from another graduate school up to eight semester hours of appropriate graduate credit provided grades earned are at least B and provided the credit will not be more than seven years old at the time the degree is awarded. A student in a thesis program may be permitted to transfer up to four semester hours of appropriate resident work completed in another approved graduate school.

Students who want to transfer more than eight semester hours may appeal to the Dean of Graduate Studies and Research. At no time should a student be allowed to take courses to transfer during the semester he or she expects to receive the degree.

INTERNSHIP

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

The following administrative policy governs internships:

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

TRANSCRIPTS

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

POLICIES AND PROCEDURES CONCERNING RELEASE OF STUDENT INFORMATION

I. Purpose and scope of the statement

A. **Purpose**-This statement establishes updated guidelines for the University on the matter of confidentiality of student records. It has been developed in the light of legislation concerning access to and release of information maintained in student records in institutions of higher learning (The Family Educational Rights and Privacy Act of 1974). Any questions on these policies should be referred to the University Registrar.

B. **Scope**-These policies cover all records maintained at the University. This means that they will apply to any student–current or former–who actually completed registration at one time.

II. University policy regarding confidentiality of student information.

A. In response to inquiries from the general public, such as prospective employers, credit investigators, etc., only the following directory information is released without the student's permission:

"the student's name; local telephone listing; University post office box number; E-mail address; academic classification; enrollment status during a particular academic term (i.e., full-time or part-time); field (s) of study; dates of attendance; degrees, honors and awards received; participation in officially recognized activities and sports; weight, height, athletic statistics and photographic representations of members of athletic teams."

Any student who wants to make a specific request that directory information not be released should contact the Registrar's Office.

B. Transcripts are released only upon the written request of the student. Transcripts will not be released if the student is financially indebted to the University.

C. A student has the right to inspect the contents of her/his educational records with the exception of documents submitted to the University in confidence prior to January 1, 1975. Transcripts in the folder from other institutions are property of Appalachian and will not be returned to the student or sent elsewhere at her/his request.

D. Grade reports will be mailed directly to the student at her/his permanent address. If parents or guardians request academic or personal information other than that specified in statement II.A., the request will not be honored without the student's written permission unless the parent can present evidence of the student's being dependent upon the parent for support as defined by the Internal Revenue code.

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

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

FERPA provides that a student may inspect her 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 of (2) provisions of FERPA or federal regulations issued pursuant to FERPA permit the information to be released without the students' consent.

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

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

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

The College of Arts and Sciences

The College of Arts and Sciences offers graduate instruction in each of the departments in the College and through the Center for Appalachian Studies. Degree programs of study lead to a Master of Arts, a Master of Science, a Science Specialist, or a Certificate of Advanced Study degree and provide students with a wide range of academic and professional opportunities. Graduates are prepared for careers in industry, government, business, teaching at the secondary school or community, junior, and technical college levels, or for further study and research at the Ph.D. level.

Degrees Offered: The graduate degrees offered by the College of Arts and Sciences are as follows:

DEPARTMENT	DEGREE	MAJOR	CONCENTRATION
Appalachian Studies	MA	Appalachian Studies	
Biology	MS	Biology	
	MA	Biology, Education	Community, Junior, & Technical College or Secondary School Teach
English	MA	English	
	MA	English, Education	Community, Junior, & Technical College or Secondary School Teach
Foreign Languages and Literatures	MA	Romance Languages	French, Education (G Licensure) French Community, Junior, & Technical College Teach/French Spanish, Education (G Licensure) Spanish Community, Junior, & Technical College Teach/Spanish
Geography and Planning	MA	Geography	
	MA	Social Science, Education*	Community College/ Geography or Secondary School (G Licensure)/GHY
Gerontology	MA	Gerontology	
	MA	Gerontology	Counseling Program Administration Lifespan Transitions
History	MA	History	
	MA	History, Education	Community, Junior, & Technical College or Secondary School Teach
	MA	Public History	
	MA	Social Science, Education*	Community College/ History or Secondary School (G Licensure)/HIS
Mathematical Sciences	MS	Computer Science	
	MA	Mathematics, Educ.	Secondary School Teach
	MA	Mathematics, General	
Physics & Astronomy	MS	Applied Physics	
Political Science/ Criminal Justice	MA	Political Science	

	MA	Political Science, Education	Community, Junior, & Technical College
	MPA	Public Administration	Public Management Town, City & County Management Administration of Justice
	MA	Social Science, Education*	Community College/ Political Science or Secondary School (G Licensure)/P S
Psychology	MA	Clinical Psychology	
	MA	Industrial-Organizational Psychology and Human Resource Mgmnt**	
	MA	Psychology, General/ Theoretical	
	MA	Rehabilitation Psychology	Health Psychology Vocational Rehabilitation
	MA	School Psychology, Level II	
	CAS	School Psychology, Level II	
	MA	Social Science, Education*	Community College/ Psychology
Sociology	MA	Social Science, Education*	Community College/ Sociology or Secondary School (G Licensure)/SOC

* Consult the Social Science, Education Program listing in this catalog for further information.

** This program is offered jointly with the College of Business, Department of Management

Graduate Minors - Graduate minors are offered by:

Appalachian Studies
Department of English
Department of Foreign Languages and Literatures
Department of Geography and Planning
Department of History
Department of Philosophy and Religion
Department of Physics and Astronomy
Department of Psychology

Graduate Study - Study at the graduate level is offered by the Departments of Anthropology, Chemistry, Geology, Philosophy and Religion, and Sociology and Social Work; however, no degree is offered.

For specific requirements for the programs cited above consult the individual department sections of this catalog.

The John A. Walker College of Business

The mission of the John A. Walker College of Business is to meet the challenges of the future by educating its students, supporting intellectual contributions by faculty, and assisting businesses and other organizations. Its primary purpose is to prepare individuals for leadership responsibilities in a technologically-oriented, diverse, dynamic and global environment.

The core mission of the College is to provide high-quality undergraduate instruction leading to a baccalaureate degree in business. The graduate mission is to offer excellent programs leading to a Master of Business Administration and a Master of Science in Accounting. The common objectives of the three degree programs are the development of analytical, communication, interpersonal and decision-making skills, and the student's knowledge about business practice, the global economy, and ethical responsibilities. Students are expected to attain competence in information technology and are afforded opportunities for international and practical business experiences. The Master of Business Administration and Master of Science in Accounting programs provide greater depth of understanding of the business environment, a stronger foundation in analytical and critical thinking skills, and enhanced interpersonal and communication skills.

The College's undergraduate students are primarily traditional and full-time while its graduate students are both full-time and part-time. To support the broader University community, the College participates in multi-disciplinary programs and makes courses available to students outside of the College.

Intellectual contributions and service are important aspects of the College of Business mission. The major purposes of intellectual contributions are: to serve as a basis for instruction, to insure a vital and intellectually engaged faculty and to contribute to the advancement of knowledge. Basic scholarship, applied scholarship and instructional development are all supported. The College encourages and supports service to the University, to the business, government and non-profit communities, and to professional organizations.

Note: The Mission Statement is currently being reviewed by a committee composed of faculty, department chairpersons, undergraduate and graduate students, and a representative of the Business Advisory Council.

DEPARTMENTS

The College of Business consists of the following six departments:
Accounting
Economics
Finance, Insurance and Real Estate
Information Technology and Operations Management
Management
Marketing

GRADUATE DEGREES OFFERED

Through the College of Business, students can obtain the following degrees:

1. Master of Business Administration (MBA). See listing under Business Administration.
2. Master of Science in Accounting with concentrations in Taxation and General. See listing under Accounting.

CENTER FOR MANAGEMENT DEVELOPMENT

The Center for Management Development is an integral part of the John A. Walker College of Business. Human resource development programs are designed and co-ordinated to assist individuals, corporations, and public and private institutions. Both Appalachian faculty and outside consultants are used in the facilitation of seminars, conferences, and custom-tailored courses to meet the needs of the business, industry, and non-profit sectors in Appalachian's geographic region. Specific programs can be designed for managers and personnel at any organizational level.

THE BROYHILL INN AND CONFERENCE CENTER

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

The Broyhill Inn and Conference Center was created to increase the University's capability to fulfill its responsibilites for academic excellence as a regional institution. Through its facilities and staff, the Center strives to meet the education needs of adults in the business community and other well-defined populations.

The Broyhill provides meeting space for campus groups and encourages faculty to work closely with professional organizations and the business community in utilizing its facilities for training and continuing education purposes.

The Broyhill reports administratively to the Walker College of Business in order to provide a working relationship with academic programs. Students in the Hospitality and Tourism Management program observe and participate in the operations of the conference center (e.g., restaurant, lodging, banquets, and conferences).

NORTH CAROLINA SMALL BUSINESS AND TECHNOLOGY DEVELOPMENT CENTER (SBTDC)

The North Carolina SBTDC is the business and technology extension service of the University of North Carolina. The Appalachian-Foothills Regional Service Center is hosted by Appalachian's Walker College of Business, maintains offices on campus and in Hickory, and provides outreach to a 14 county region of NC. As NC's primary provider of counseling and technical assistance to the business community, SBTDC delivers free one-on-one confidential business counseling to owners of existing enterprises and to aspiring entrepreneurs. Specific assistance may include areas of strategic planning, loan application and capital formation issues, marketing, financial management, and general business management. Through their regional offices, the SBTDC also provides access to experts on technology development and transfer, government procurement opportunities, and international trade.

The Reich College of Education

Coming from the roots of a state teachers' college, 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. High quality programs are the trademark of this professional College and are offered at the Bachelor of Science, the Master of Arts, the Education Specialist, and the Doctor of Education levels.

More than 35 graduate programs throughout the University are offered with teacher licensure. These programs are accredited by the National Council for the Accreditation of Teacher Education and are approved for state licensure by the North Carolina State Board of Education. The large variety of teacher education graduate programs enables students to concentrate in an interest area of teaching and obtain direct public school experiences.

The College of Education also offers over 10 human service programs at the graduate level. These programs range from Community Counseling to Adult Education and prepare students for various helping professions.

Besides being a comprehensive College of Education which offers a great variety of programs, the College houses various active centers and laboratories: National Center for Developmental Education, Comprehensive Clinic, Computer Laboratory, Media Laboratory.

Programs, clinics, centers, and laboratories are only as effective as the faculty who participate in them. The faculty within the College of Education are recognized regionally and nationally for their contributions to their professional fields and to society. The Reich College of Education at Appalachian State University offers a wide variety of choices in comprehensive teacher education and human service programs with excellent instructors and intensive student-faculty contact.

TEACHER EDUCATION GRADUATE PROGRAMS

College of Education	Degree	Dept
Elementary Education (K-6)	MA	C I
Middle Grades Education (6-9)	MA	C I
Reading Education, General		
Classroom Clinical	MA	LRE
Special Education: Cross Categorical	MA	LRE
Communication Disorders (K-12)	MA	LRE
Educational Media		
Instructional Technology Specialist/Telecommunications	MA	C I
Instructional Technology Specialist/Computers	MA	LES
Library Science, General		
School Libraries	MLS	LES
Educational Media (For Librarians)	EdS	LES
Curriculum Specialist		
(Educational Supervision Licensure)	MA	C I
Counseling and Guidance (School Counseling)	MA	HPC
Counseling and Guidance (School Counseling)		
Elementary/Middle School License	MA	HPC
Secondary School Licensure	MA	HPC
School Administration	MSA	LES

Educational Administration	EdS	LES
Educational Leadership	EdD	EDL
College of Arts and Sciences		
Biology, Education	MA	BIO
English, Education	MA	ENG
History, Education	MA	HIS
Mathematics, Education	MA	MAT
Romance Languages		
French, Education (G Licensure)	MA	FLL
Spanish, Education (G Licensure)	MA	FLL
School Psychology, Level II	MA,CAS	PSY
Social Science, Education	MA	I D
College of Fine and Applied Arts		
Family and Consumer Sciences, Education	MA	FCS
Health and Physical Education	MA	HLE
Industrial Education	MA	TEC
School of Music		
Music Education	MM	MUS
GRADUATE HUMAN SERVICE PROGRAMS		
College of Education		
Special Education/ Teaching Parent Specialty	MA	LRE
Educational Media		
Instructional Technology Specialist/ Computers	MA	LES
Instructional Technology Specialist/ Media Production	MA	C I
Higher Education		
Administration	MA,EdS	LES
Adult Education	MA,EdS	LES
Developmental Studies	MA,EdS	LES
Teaching	MA,EdS	LES
Community Counseling	MA	HPC
Community Counseling		
Addictions Counseling	MA	HPC
Counseling the Aging	MA	HPC
Employee Assistance Program	MA	HPC
Marriage and Family Counseling	MA	HPC
Reading Education, General		
Adult Literacy	MA	LRE
Student Development, General	MA	HPC
Student Development		
College Counseling	MA	HPC
Student Affairs Practice	MA	HPC
Communication Disorders	MA	LRE
Marriage and Family Therapy	MA	HPC
Library Science, General		
Public Libraries	MLS	LES

The College of Fine and Applied Arts

The College of Fine and Applied Arts offers degrees at the master's level in Family and Consumer Sciences; Health, Leisure and Exercise Science; and Technology. Although degree programs at the master's level are not available through the departments of Art, Communication and Theatre and Dance, these departments offer courses for graduate credit.

The specific degree programs available through the College of Fine and Applied Arts are as follows:

(a) FCS: Master of Arts in Family and Consumer Sciences, Education, Master of Arts in Family and Consumer Sciences

(b) HLE: Master of Arts in Health and Physical Education, Master of Arts in Health and Physical Education (non-teaching), Master of Science in Exercise Science

(c) TEC: Master of Arts in Industrial Education, Master of Arts in Industrial Technology

INDEPENDENT STUDY

Students intending to pursue independent study in the College of Fine and Applied Arts are reminded of deadline dates and procedures set by this college for applying for independent study. For information pertaining to these particulars, contact the department chairperson or the associate dean of the college.

The School of Music

The School of Music offers degrees at the master's level. The specific degree programs available through the School of Music are as follows:

Master of Music degree in Music Education
Concentrations:
- Band Directing
- Choral Directing
- General Music
- Music Teaching

Master of Music degree
Concentrations:
- Performance
- Music Composition

Department of Accounting

Chairperson: Edwards
Graduate Faculty: Baker, Barrett, Butts, Edwards, Forsyth, Kelley, Larson, Martinelli, Peacock, Pollard, Witmer

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

MASTER OF SCIENCE IN ACCOUNTING

Prerequisites:
For regular admission to the program, an undergraduate degree in accounting or equivalent is required.

For students without adequate preparation in accounting and business, the following undergraduate equivalent courses which are prerequisite to graduate study must be completed: Accounting Principles, Economics, Statistics, Marketing, Management (Organizational Behavior), Finance, Business Law and Production/Operations Management. MBA COURSE EQUIVALENTS MAY BE TAKEN IN PLACE OF UNDERGRADUATE COURSES.

In addition, the undergraduate preparation must include the following accounting courses:

Financial (or Intermediate) Accounting sequence
Cost Accounting
Accounting Systems
Individual Income Taxation
Auditing

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

Hours: 30 semester hours

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

Required Courses:
Outside the Department of Accounting 9
(Must be approved by the Program Director)

Within the Department of Accounting

ACC	5350	Development of Accounting Thought	3
		SUBTOTAL HOURS	**12**

General Concentration

ACC	5210	Advanced Managerial Accounting	3
ACC	5310	Auditing Theory Seminar	3
ACC	5390	Contemporary Issues in Accounting	3
ACC	Electives (5000 Level)		3
Other Electives:			
Thesis option			0
Non-thesis option			6
May be ACC (4500 and above), College of Business (COB) or outside COB (5000 Level)			
(Electives must be approved by the Program Director)			
		SUBTOTAL HOURS	**18**

OR

Tax Concentration

ACC	5580	Tax Planning and Research	3
ACC	(Tax)	Electives (5000 Level)	9
	(Must be approved by the Program Director)		
Other Electives:			
Thesis option			0
Non-thesis option			6
May be ACC (4500 and above), College of Business (COB) or outside COB (5000 Level)			
(Electives must be approved by the Program Director)			
		SUBTOTAL HOURS	**18**

Thesis: Optional

ACC	5999	Thesis	6
		TOTAL HOURS	**30**

Language Proficiency: None required

Comprehensive: None required

NOTES:

MGT 5750 (Organizational Strategy and Policy) will be included among electives for students who have not taken MGT 4750 (Business Policy), or an equivalent course for undergraduate credit.

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

GENERAL ADMISSION

Application for admission to the M.S. program will be open to any graduate of an accredited four-year baccalaureate program. Admission will be on a competitive basis, with admission granted only to students showing high promise of success in graduate business study. Admission to the M.S. program is based on a balanced appraisal of the applicant's total record and overall excellence. The foundation for the admissions decision is the GMAT score and undergraduate academic performance.

The trend of grades during undergraduate schooling, the GPA in the undergraduate major, and relevant work experience may also be considered in the admission process. Three favorable letters of reference are also necessary for admission.

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

Senior/Graduate Courses

4510. Senior Honors Thesis/(3).On Demand. Independent study and research project directed by departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the senior year as a final requirement for graduation with honors in business and includes a formal presentation to the college faculty.

4530-4549. Selected Topics/(1-4).On Demand.

4550. Financial Accounting III/(3).F;S. Integration of the conceptual and computational aspects of income determination, financial statement analysis and preparation, special topics, and current pronouncements in financial accounting. Prerequisite: ACC 3110 with a minimum grade of C- (1.7) and senior standing.

4560. Introduction to Auditing/(3).F;S. The first course in the auditing sequence introducing the student to selected auditing topics, including selected auditing standards, types of services, analysis of reports, legal responsibility, ethics, and internal control considerations. Prerequisite: ACC 3110 with a mininum grade of C- (1.7).

4580. Income Taxation of Corporations/(3).F;S. Concepts and methods of determining federal tax liability of corporations. Topics include ordinary income, capital gains and losses, net operating loss, reorganizations, contemporary problems in corporate taxation and tax research. The student will also be introduced to estate, gift and partnership taxation. Prerequisite: ACC 3580 with a minimum grade of C- (1.7).

4590. Advanced Accounting/(3).S. An examination of the special problems in accounting for business combinations and consolidated entities, and foreign currency translation. A critical comparison of SEC accounting report requirements and generally accepted accounting principles. Accounting issues in partnership formation, reporting and liquidation. Prerequisite: ACC 3110 with a minimum grade of C- (1.7).

4660. Auditing Concepts and Applications/(3).F;S. An indepth study of ASB pronouncements and application of GAAS to an audit (public, internal and governmental) engagement. Greater emphasis on system analysis, relationship of internal control to audit objectives, and purpose of selected audit procedures—cases used where applicable. Prerequisite: ACC 4560 with a minimum grade of C-(1.7).

4710. Advanced Cost Accounting/(3).S. Advanced cost analysis and cost management with emphasis on modern performance measurement. Cost accounting for world class manufacturing; quality cost accounting and TQM; activity-based accounting systems; theory of constraints, life cycle costing, and target costing. Revenue variances, transfer pricing, and quantitative methods are examined. Other topics are derived from modern applications of cost accumulation systems in the United States and other countries. Prerequisite: ACC 3200 with a minimum grade of C- (1.7).

4730. Accounting and International Business/(3).S. A study of selected issues in accounting for and taxation of international business and related effects on organizational and operating decisions. Subjects include DISCs and Foreign Sales Corporations; dual taxation and tax treaties; impact of alternative taxing methods on international competition; international accounting standards; foreign current translations; Foreign Corrupt Practices Act. Prerequisites: ACC 2110 or ACC 5190 or equivalent with a minimum grade of C- (1.7).

4810. Seminar in Accounting/(3).On Demand.

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

Graduate Courses

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.

5090. Accounting-Concepts and Applications/(3).F.
A survey course to introduce the student to accounting concepts. Emphasis is placed on application of the accounting concepts for analysis and interpretation of financial statements as well as ethical considerations within accounting. The understanding of the accounting concepts provides information for decision making. Prerequisite: Admission to MBA Graduate Program or permission of the Assistant Dean for Graduate Studies and External Programs, Walker College of Business.

5180. Advanced Issues in Corporate Taxation/(3).S.
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.

5190. Managerial Accounting/(3).SS.
An examination of accounting information with emphasis on planning and control as well as product costing for purposes of inventory valuation and income determination. Subjects include but are not limited to: cost-volume-profit analysis, manufacturing cost systems, budgeting concepts, job-order and process costing, capital budgeting, standard costing, cost allocation, joint and by product costing, overhead application and relevant costs for decision making, international accounting and ethics in the field of accounting. Prerequisites: Admission to the MBA Program; ACC 5090 or equivalent approved by the Assistant Dean for Graduate Studies and External Programs, Walker College of Business.

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

5230. International Accounting/(3).F.
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.

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: ACC 4580 or 5180 or equivalent.

5310. Auditing Theory Seminar/(3).SS.
A study of the historical and theoretical aspects of the financial auditing function in the United States. A case approach will be used to examine some of the current issues facing the profession. Topics may include: SEC oversight of the auditing profession, the expectations gap, internal control: the integrated framework, the changing economics of the public accounting profession, and/or other topics of current interest. Prerequisite: ACC 4560.

5350. Development of Accounting Thought/(3).SS.
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 vari-

ety of research studies. Critiques of the various works will be presented both orally and in writing. Research methodology and design will be emphasized where appropriate. Prerequisite: Consent of instructor.

5380. State and Local Taxation/(3).On Demand.
A study of the tax laws of various state and local governments. Differences among the income, property, sales, excise, transfer, and franchise taxes in these jurisdictions will be examined. Prerequisite: ACC 3580.

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.

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

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

5550. Accounting for Not-for-Profit and Governmental Organizations/(3).S.
Theory and practice of budgetary and fund accounting, financial reporting, measures of output and performance, techniques for planning and control, and auditing for non-profit and governmental entities. Prerequisite: ACC 2110.

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

5680. Estates, Trusts, and Gifts/(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.

5999. Thesis/(6).F;S.
Graded on S/U basis.

Department of Anthropology

Chairperson: Keefe
Graduate Faculty: Ayers, Beaver, Bennett, Boyer, Claassen, Keefe, Kimball, Reck, Whyte

The Department of Anthropology participates in a graduate program leading to the Master of Arts degree in Social Science, Education with a concentration in Secondary School (G Licensure)/Anthropology.

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

Senior/Graduate Courses

4510. Senior Honors Thesis/(3).F;S.
Independent study and research, directed by a Department of Anthropology faculty member and evaluated by a department committee. Prerequisites: successful completion of 6 hours Anthropology honors courses, a 3.45 GPA in Anthropology and approval of thesis topic by departmental honors committee.

4550. Senior Seminar in Anthropology/(3).F;S.
An opportunity for upper level students to reflect upon the anthropological perspective and to contemplate and articulate their own image of anthropology. Diverse issues ranging from the consideration of ethics to the examination of career opportunities to reflections upon the overall meaning of anthropology will be discussed. Designed as a final on-campus opportunity for students to systematically reflect upon their vision of the anthropological enterprise and to integrate their experience in anthropology in relationship to their future goals. Ideally should be taken during the final semester of on-campus study. Required for majors. Prerequisites: ANT 4402, 4425 or 4570 or approval of instructor.

4555. East-Central Europe: Political and Economic Change/(3).F.
An historical and theoretical analysis of the development of post WW II Marxist political/economic experiments in Eastern Europe ranging from the Praxist Marxist humanist critique in Yugoslavia to the transformative events in the 1980's towards market economics and democratization in East Central Europe, e.g., Poland's Solidarity movement and the Czechoslovakian playwrights's revolution. The course ranges from an anthropological/theoretical perspective and analysis at the local community level to the larger questions of the geopolitical processes relating to changes in the former Soviet Union, Eastern Europe and the larger European Community market and political unification. (Same as PS 4555.)

4565. Peasantry, World Systems, and Social Change/(3).S.
Descriptive and theoretical analysis of Third and Fourth World peasantry in the context of world economic and political systems, the emerging nonaligned nation states, and industrialization and urbanization. Alternate years.

4568. Language and Culture/(3).On Demand.
An overview of the complex relations between language and society as conceived by selected anthropologists, sociolinguists, and psychologists. Special emphasis will be placed on the use of language in various work settings, multilingualism, language socialization, and cross-cultural communication. (Meets ASHA B-1.) Prerequisites: CD 3162, 3163, 3366 or permission of the instructor. (Same as CD 4568.)

4570. Sustainable Development in the Modern World System/(3).F;S.
This course examines the political economy and cultural ecology of global economic development. It assesses the differing social and material impacts for the peoples of core and peripheral world regions. Students design or assess a sustainable development program in a selected local-regional setting. Required for the sustainable development minor.

4600. Medical Anthropology/(3).F.
An examination of health, illness, and the treatment of disease from a cross-cultural perspective. Includes discussion of various theories of illness, types of healers, and the em-

pirical basis for folk medicine and alternative forms of therapy.

4650. Anthropology of Education/(3).On Demand.
An examination of formal and informal education within the context of human culture. Emphasis is placed on achieving a cross-cultural understanding of education and educational issues through a study of education in other cultures, minority education, formal and informal educational systems, and the cultural context of the classroom and school. Alternate years.

4700. Historical Archeology/(3).On Demand.
The study of America since the late 16th century as known through its material culture. This course focuses on the different types of sites (domestic, military, industrial) and how they have been studied by archeologists in order to create a more complete picture of past American lifeways. Also emphasized is the identification, analysis, and preservation of artifacts plus issues such as Native American contact, ethnicity, adaptive strategies and socio-economic status recognition.

4750. Archeological Site Reporting/(3).S.
Students will utilize their experience and knowledge gained in other archeology courses to analyze and interpret an excavated site. Each student will author a section of the site report which will normally be published. Prerequisites: ANT 3250 and 4445.

4900. Field Experience: Internship/(3-6).On Demand.
Graded on S/U basis only.

Graduate Courses

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.

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.

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

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.

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.

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.

Appalachian Studies

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

The Center for Appalachian Studies coordinates curriculum offerings, projects, and research relating to the Appalachian region. A 36 semester credit hour Master of Arts degree program is offered in Appalachian Studies. The program requires a core of course work in bibliography and methods of research in Appalachian Studies, an interdisciplinary introduction to Appalachian social context, and courses in Appalachian culture, social organization, history, and religion. In addition, courses in the humanities and social sciences on Appalachian topics, an interdisciplinary colloquium, a final project, and a comprehensive examination will complete the program.

MASTER OF ARTS IN APPALACHIAN STUDIES

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

Hours: **36** semester hours

Required Courses:

1. Core courses:

A S	5000	Bibliography & Research	3
A S	5300	Appalachia in Social Context	3
ANT	5120	Appalachian Culture & Social Organization	3
HIS	5208	Seminar in Appalachian History	3
P&R	5400	Religion in Appalachia	3
		SUBTOTAL HOURS	**15**

2. Electives:

ANT	4120	Appalachian Culture	3
A S	5500	Independent Study	1-3
A S	5530	Selected Topics	1-7
ECO	4800	Urban and Regional Economics	3
ENG	4720	Appalachian Literature	3
ENG	4810	Advanced Folklore	3
ENG	5530	Hollywood/Appalachia	3
GHY	5400	Planning Process	3
HIS	4660	Topics in Public and Applied History	3
P S	5130	Appalachian Political Perspectives	3
FDN	4810	Education in Appalachian America	3
SOC	5025	Advanced General Sociology	3
		SUBTOTAL HOURS	**14**

Note: Other electives may be selected upon approval of the Director of Appalachian Studies, the student's advisor, and the chairperson of the department in which the courses are taken.

3. Concluding Seminar:

A S	5020	Colloquium in Appalachian Studies	3
		SUBTOTAL HOURS	**3**

4. Final Project:

A S	5900	Internship	4
OR			
A S	5999	Thesis	4
		SUBTOTAL HOURS	**4**
		TOTAL HOURS	**36**

Thesis: Optional

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

Comprehensive: A comprehensive examination is required.

Graduate Minor in Appalachian Studies

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

A S	5000	Bibliography & Research	3
A S	5300	Appalachia in Social Context	3
ANT	5120	Appalachian Culture & Social Organization	3
HIS	5208	Seminar in Appalachian History	3
P&R	5400	Religion in Appalachia	3
A S	5020	Colloquium in Appalachian Studies	3

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

APPALACHIAN STUDIES (A S)

Graduate Courses

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.

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.

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. (Same as SOC 5300.)

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

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

5900. Internship/(4).F;S.
Graded on S/U basis.

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

Department of Art

Chairperson: Martindale (Interim)
Graduate Faculty: Durden, Edwards, Humphrey, Martindale, Midgett, Phifer, Purves, Smith, Suggs, Toub, Weitz, Yale-Read

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

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

Senior/Graduate Courses

4521. Art Education Workshop/(1-3).On Demand.
An intensive course devoted to art instruction in grades K-12, including the relationships of studio art to teaching at selected levels. Art methods and materials for grade levels will be examined. Prerequisites: ART 4422 or permission of instructor.

4551. Studio Workshop/(1-3).On Demand.
An intensive course to be offered in selected media such as drawing, printmaking, painting, photography, sculpture, clay, fibers, alloys, computer graphics, and others. Prerequisite: portfolio review or permission of instructor.

4600. Painting IV/(3).S.
The final, senior-level course that allows independent direction in approach and style. The course is designed for the serious, self-directed student who can maintain a personal interest and involvement in painting. Prerequisite: ART 4100. Lecture and studio four hours.

4601. Sculpture III/(3).F;S.
Advanced development of sculptural expression in student direction and media. The student will be expected to develop a personal approach to sculptural content, style, use of media and standards of critical judgement in the analysis of one's own work. Prerequisite: ART 3101. Lecture and studio four hours.

4602. Graphic Design Seminar/(3).On Demand.
Examination of current issues in graphic design/communication with conceptual and theoretical approaches for analyzing visual media. Emphasis is placed on critical reading, research and writing in a seminar atmosphere. Topics may vary and may be repeated for credit when content does not duplicate.

4607. Clay III/(3).S.
Advanced study in clay techniques including in-depth individual exploration in one area of concentration, with strong emphasis on form and design. Prerequisite: ART 3007. Lecture and studio four hours.

4608. Fibers III/(3).S.
Advanced study in selected fibers processes. Emphasis on in-depth individual study, fibers as a visual and personal problem-solving process, and enhanced technical applications. Prerequisite: ART 3008. Lecture and studio four hours.

4609. Alloys III/(3).S.
In this course, the student will continue to develop skills acquired in 2009 and 3009. The student will also be introduced to information concerning the durability of gemstones and the techniques used to display them. Through the introduction of computer programs, the student will learn how to improve production techniques and evaluation processes. Prerequisite: ART 3009. Lecture and studio four hours.

4625. Lithography/(3).S.
The basic chemistry, processes and techniques of black and white stone lithography with emphasis on technical understanding and control and on the development of personal visual statements. Color and metal plate lithography will also be introduced. Offered even years only. Prerequisites: ART 2103 and either 2025 or 3025. Lecture and studio four hours.

4626. Photographic Design II/(3).F;S.
An intermediate course in 35 MM black/white photography. Assignments will be given that address the creation of related serial imagery, photojournalistic approaches, photodocumen-

tation, still-life and portraiture, aesthetic image manipulation, conceptual problem-solving, and the art of the decisive moment. Must have an adjustable 35 MM SLR camera. Prerequisite: ART 2026. Lecture and studio four hours.

4730. Asian Art/(3).S.Offered odd years only.
The art forms of three Asian cultures - India, China, and Japan are explored. Particular attention is devoted to painting, sculpture, and architecture as well as the unique forms of each culture. Offered odd years only. Lecture three hours. Prerequisites: ART 2030, 3030 or permission of the instructor.

4851. Senior Studio/(6).F;S.
Advanced sustained studio production within the student's area of emphasis with opportunities for presentations, discussion and critique reviews in a group setting of faculty and other senior students. Students are required to set course direction and goals with approval of the BFA committee. Prerequisite: 9-12 s.h. in one studio area. May be repeated once in same or other area.

4900. Internship: Field Experience/(3-12).SS.
An on-the-job experience with artists, museums, galleries, and businesses related to the promotion of art professions. Graded on S/U basis.

Graduate Courses

5000. Bibliography and Research/(2).On Demand.
A study of research in art and art education, bibliographical problems, research types, tools and resources, evaluating, organizing, and reporting. The student will develop a documented research proposal. Lecture two hours.

5021. Seminar in Art Education/(2).On Demand.
Content based on selected current trends and issues in art education. Extensive readings and reactions are required from a variety of topic areas. Lecture two hours.

5030. Seminar in Art Criticism and Theory/(3).S.
A seminar in the theory and criticism of art in which leading methods of analysis are examined through readings and discussion. Major emphasis is placed upon the student developing a critical sense of art. Offered each spring. Prerequisite: ART 2030 or 3030 or consent of instructor. Lecture three hours.

5100. Painting/(2).F.
Graduate courses in painting. Emphasis on a professional level of accomplishment. Lecture and studio four hours.

5101. Sculpture/(2).S.
In depth development of sculptural expression through studio experimentation with concepts, processes and techniques selected by the student and instructor. Prerequisite: ART 4601 or equivalent portfolio.

5107. Clay/(2).S.
Graduate study in clay techniques. Advanced individual exploration based on thorough research and creativity in one area of concentration. Lecture and studio four hours.

5108. Fibers/(2).S.
Broad range and in-depth exploration of fibers processes with research involving historical and contemporary applications. Emphasis on conceptual problem-solving, technical understanding, and resolved visual statements. Lecture and studio four hours.

5109. Alloys/(2).S.
Design with alloys on the graduate level. Broad range and in-depth exploration of alloys with research involving the place of alloys both as historical and contemporary art forms. Lecture and studio four hours.

5121. Teaching and Learning Processes in Art Education/(2).On Demand.
A study of aesthetic and perceptual development of the child; aesthetic content in the work of the artist and of the child; teaching methodology, historical and contemporary, through a study of writings, philosophies and research. Lecture two hours.

5122. History and Philosophy of Art Education/(2).On Demand.
An in-depth study of the historical philosophies and concepts of art education in western civilization which provide the basis for contemporary approaches to art education. Lecture two hours.

5126. Photographic Design/(2).S.
Advanced work in photography, with emphasis on the development of a related body of work resulting from research into photo-

graphic techniques and into the history and contemporary trends of this diverse visual medium. Prerequisite: ART 4626. Lecture and studio four hours.

5130. Ancient Through Renaissance Art/(3).F.
A course investigating art forms from Ancient through Renaissance art, concentrating on painting, sculpture and architecture. A graduate research paper is required. Lecture three hours.

5230. Baroque Through Modern Art/(3).S.
A course investigating art forms from Baroque through Modern Art, concentrating on painting, sculpture and architecture. A graduate research paper is required. Lecture three hours.

5325. Serigraphy/(2).F.
Advanced studio work in serigraphy with emphasis on color theory and application, technical expertise, research and sophisticated image/idea development. Lecture and studio four hours.

5330. Seminar in Art History/(3).On Demand.
A special course offering based upon faculty and student interest in graduate level studies in Art History. A graduate research paper/project will be required. Course may be repeated barring duplication of content. Prerequisite: permission of the instructor. Lecture three hours.

5425. Etching/(2).F.
Advanced studio work in etching and in other related intaglio and/or relief processes. Emphasis is on technical exploration and sophisticated image development designed to incorporate an individual sense of graphic form with the unique qualities of the medium. Lecture and studio four hours.

5430. History of Twentieth Century Art/(3).F.
A survey of leading movements in modern and contemporary art from 1890 to the present. Offered every other fall. Lecture three hours. Prerequisites: ART 2030, 3030 or consent of the instructor.

5500. Independent Study/(1-4).On Demand.
Graduate students may broaden and intensify their program through individual research and involvement in a given art area.

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

5599. Exhibition Studio/(2-4).On Demand.
Graded on S/U basis only.

5999. Thesis/(2-4).F;S.
Graded on S/U basis only.

Department of Biology

Chairperson: Meikle
Graduate Faculty: Butts, Carroll, Connell, Creed, R. Dewel, W. Dewel, Dobson, Dyche, Greene, D. Henson, R. Henson, Lundie, McCleneghan, Meikle, Murray, Neufeld, Rowe, Sedivec, Shull, Van Devender, Venable, Walker

The Department of Biology offers the following two degrees:
(1) Master of Science in Biology, the traditional biology degree requiring a thesis and foreign language proficiency.
(2) Master of Arts in Biology, Education, which is offered with two concentrations:
    (a) Community, Junior and Technical College Teaching
    (b) Secondary School Teaching

MASTER OF SCIENCE IN BIOLOGY

Prerequisite:
An undergraduate degree with a major in biology from an accredited college or university.

Hours: 30 semester hours

Required Courses:

BIO	5000	Bibliography and Research	3
BIO	5550	Seminar	1
BIO	5777	Biometrics	3
BIO	5999	Thesis	4
		SUBTOTAL HOURS	**11**
Remaining Hours			19
		TOTAL HOURS	**30**

Thesis: Required

Language Proficiency: Reading knowledge of German, French or Russian.
A graduate student in biology may substitute computer language proficiency for the foreign language proficiency requirement with the following stipulations:

1. Pass a proficiency examination administered by the Mathematical Sciences Department and signed by the chairperson of that department

   OR

2. Satisfactorily complete the following courses: CS 1410, and 1440 or 1400 or other equivalent courses approved by the chairperson of the Mathematical Sciences Department.

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

MASTER OF ARTS IN BIOLOGY, EDUCATION

Concentrations: Community, Junior and Technical College Teaching
Secondary School Teaching

Prerequisite: An undergraduate degree with a major in biology; for the Secondary School Teaching concentration, a North Carolina "A" license or its equivalent from another state.

Hours: 31 or 33 semester hours with thesis; **36** semester hours without thesis

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

BIO	4555	Plant Physiology	4
OR			
BIO	5506	Advanced Animal Physiology	4
BIO	5000	Bibliography and Research	3
BIO	5202	Organismal Ecology	4
OR			
BIO	5212	Population Ecology	4
OR			
BIO	5222	Communities and Ecosystem Ecology	4
BIO	5503	Basic and Applied Microbiology	3
BIO	5514	Plant Anatomy and Morphology	3
BIO	5550	Seminar	1
		SUBTOTAL HOURS	**18**

Professional Education Requirements:

Community, Junior and Technical College concentration 6
(Courses should be selected with the advice and approval of the graduate advisor or contact the Department of Leadership and Educational Studies.)
OR
Secondary School Teaching concentration 8
(For detailed requirements, see the Department of Curriculum and Instruction description.)

SUBTOTAL HOURS ..... 6 or 8

Thesis: Optional

Thesis option:

BIO	5777	Biometrics (required)	3
BIO	5999	Thesis	4

OR

Non-thesis option:

BIO	5500	Independent Study	3
Remaining Biology Hours			7 or 9
		TOTAL HOURS	**31 or 33 or 36**

Language Proficiency: None required

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

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

Senior/Graduate Courses

4550. Nature Study/(3).SS.
Study of common plants and animals with emphasis on ecology, collecting techniques and identification. Designed for students with limited biology backgrounds. Not open to biology majors for credit.

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

4552. Entomology/(3).F;S.
A comparative survey of the insects and related arthropods with an emphasis on morphology and systematics. Methods of collection and preservation are covered. Lecture two hours, laboratory two hours.

4555. 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 1101-1102. CHE 2201 is strongly recommended. Lecture three hours, laboratory three hours.

4556. Mycology/(3).F.
An investigation of the fungi with particular reference to the techniques of working with these organisms. Lecture two hours, laboratory two hours.

4557. Ichthyology/(3).F.
Ecology, distribution, taxonomy and economic im-portance of fishes. Freshwater fishes will be emphasized. Lecture two hours, laboratory two hours.

4559. Mammalogy/(3).F.
The natural history, distribution, adaptations, taxonomy and economic importance of mammals. Field trips and visits to zoos will be arranged. Lecture two hours, laboratory two hours.

4560. Herpetology/(3).S.
The morphology, taxonomy, physiology, and distribution of amphibians and reptiles. Methods of collecting and preserving specimens as well as behavioral aspects of species in their natural habitats will be covered. Field trips will be required. Lecture two hours, laboratory two hours.

4563. Biology of Aging/(3).F.
General study of biological/physiological changes over time in the structure and function of the systems of organisms with emphasis on the human body. Prerequisites: BIO 1101-1102 or equivalent. Lecture three hours.

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

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

4570. Parasitology/(3).F.
A survey of protozoan, helminthic and arthropod parasites with emphasis on causation and prevention of disease. Lecture two hours, laboratory two hours.

4580. Field Biology of Continental U.S.A./(5).SS.
Ecological investigations of major habitats in the U.S. Prerequisites: 16 hours in biology and consent of the instructor.

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

4900. Internship/(1-6).F;S.
Practical biological experiences in federal, state, and local agencies. Graded on an S/U basis.

Graduate Courses

5000. Bibliography and Research/(3).S.
A study of bibliographic problems, types of research, the literature and methods of scientific writing. Required in the first year of graduate study.

5202. Organismal Ecology/(4).S.(Alternate Years).
The study of the relationships among individual organisms and the biotic and abiotic environments. Structure/function relationships will be emphasized throughout the course. Topics to be covered include: energy budgets; gas exchange by plants and animals; resource acquisition; water relations; and morphological, physiological and behavioral adaptations to environmental selection pressures. Lab will cover techniques of measuring gas exchange in both animals and plants; nutrient uptake; water relations; foraging efficiencies and physiological optima; and techniques in microclimate measurement. Prerequisites: BIO 3302 and either BIO 3301 or 4555. Lecture three hours, laboratory three hours.

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

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 producation, nutrient cycling, succession, and diversity, and will include both laboratory and field work. Prerequisite: BIO 3302. Lecture three hours, laboratory three hours.

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

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

5502. Freshwater Ecology/(3).F.
A study of the physical, chemical, and biological factors affecting productivity in lakes, ponds, and streams. Largely a field course dealing with various approved methods of studying fresh water. Lecture one hour, field work two hours.

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

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.

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

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

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.

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.

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.

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

5550. Seminar/(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 seminars.

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

5989. Master's Research/(1-9).F;S.
May be repeated for a maximum of 9 hours which do not count toward the degree. Designed to provide time for thesis research. Open only to students in the M.S. or M.A. thesis option. Graded on S/U basis only.

5999. Thesis/(4).F;S.
Graded on S/U basis only.

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

6520. Teaching Apprenticeship/(4).On Demand.
Restricted to students in the Biology Sc.S. Program. This required 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 S/U basis only.

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

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

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

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

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 S/U basis only.

GENERAL SCIENCE (G S)

Graduate Courses

5500.Independent Study/(1-4).On Demand.

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.

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

Business Administration

Assistant Dean for Graduate Studies and External Programs: Kirkpatrick

The John A. Walker College of Business, with the support of the six departments within the College of Business, offers the Master of Business Administration degree. Students interested in this degree program should talk with the Assistant Dean for Graduate Studies and External Programs in the College of Business.

MASTER OF BUSINESS ADMINISTRATION

SPECIAL NOTE: The College of Business Graduate Curriculum Committee continuously reviews the curriculum of the Master of Business Administration (MBA) program based upon outcomes assessment of students, graduates and employers. Therefore, it is necessary for prospective students to obtain revised program descriptions, if any. This document, which includes the general admission policy, the application guidelines, prerequisites and the curriculum, is available in the fall semester for the next academic year. Before applying for admission to the program, please request the new program guidelines by writing directly to: Assistant Dean for Graduate Studies and External Programs, Walker College of Business, Raley Hall, Appalachian State University, Boone NC 28608; or by E-mail,mba@appstate.edu; or by visiting the University's homepage.

OVERVIEW

The MBA degree is a professional degree program which prepares its graduates for management positions in a technologically oriented, diverse, dynamic and global environment. High-quality instruction, the core mission of the College, seeks to develop a command of common skills and competencies of all graduates; analytical, communication, interpersonal, decision-making, knowledge about business practice and ethical responsibilities. The MBA program also prepares students for doctoral study leading to careers in teaching and research.

The MBA curriculum has been designed to: (1) provide prospective students with a strong competitive edge in the marketplace by developing skills employers desire and demand in today's business world; (2) offer a program which is attractive to students who hold an undergraduate degree in business, as well as those who do not; and, (3) offer a core curriculum with flexibility for students to choose among area electives.

GENERAL ADMISSION

Applicants to the Walker College of Business MBA program are evaluated on the evidence of character, maturity, intellectual ability, experience and other qualities essential to management responsibilities. Because these qualities cannot be measured in absolute terms, the admission decision is based on a balanced appraisal of the applicant's total record and overall excellence. The foundation for consideration of admission is the GMAT score and undergraduate academic performance. See page 48 for admission consideration.

While the MBA Admissions Committee looks for responsible academic performance and excellence on test scores as evidence of the applicant's ability to do well in graduate study, it also looks for qualities of personal development that are relevant to career success. Extracurricular involvement and leadership in college, useful assignments in military service or substantial work experience will add strength to the application.

APPLICATION
Each applicant must complete a Graduate Application which is available from the Graduate School at Appalachian or the Assistant Dean for Graduate Studies and External Programs in the Walker College of Business. The completed application should be returned to the Graduate School with a nonrefundable fee. The applicant is also required to provide official transcripts of all academic work and three recommendations, preferably from faculty members who can attest to the applicant's ability to do graduate work. Those applicants with significant work experience can provide work related recommendations. All applicants must submit an essay with their application. The essay topic can be obtained from the Office of Graduate Studies and External Programs or from the College of Business' web site.

APPLICATION DEADLINES
Students without an appropriate undergraduate degree in business may enter the first year of the program only during the fall semester. Applications must be received by the Graduate School by April 15 so admission can be made in a timely manner. The second year of the program includes a complete summer session.

Students with an appropriate undergraduate degree in business and the requisite grades in the equivalent courses may enter the second year during the summer session or the fall semester. Applications for this program should be completed no later than February 15 for the summer session and April 15 for the fall semester so admission can be made in a timely manner. There is no admission to the program in the spring semester for any student. Students must accept our offer of admission by June 15, or the admission expires.

INTERVIEWS
On-campus interviews are encouraged but not required. The Assistant Dean in the Walker College of Business is pleased to arrange informal discussions with faculty members or currently enrolled graduate students and prospective MBA students.

GMAT
Beginning in October 1997, the GMAT will be taken by appointment at computer-based testing centers throughout North America and at selected international sites. The paper-based test will no longer be offered after June, 1997. The GMAT will therefore be exclusively computer-based in North America and at these international locations. A paper-based version of the test will continue to be available to examinees at international locations where the network of testing sites is not complete.

The testing centers for the computer-based version will be located at various Sylvan Technology Centers, colleges, universities and field service offices of Educational Testing Service (ETS). A list of established testing centers will be published in the 1997-98 *GMAT Bulletin*, scheduled for distribution in June 1997.

Information concerning the dates and places of these examinations, as well as registration information, can be obtained by contacting the testing centers on the campuses of major colleges and universities, writing to GMAT, ETS, CN 6101 Princeton, NJ 08541-6101, or from the Assistant Dean in the Walker College of Business.

PROGRAM FINANCIAL AID
Graduate Assistantships - A number of graduate assistantships are awarded to students with outstanding academic credentials. Application for a Graduate Assistantship should be filled out and submitted with the Graduate Application.

Scholarships - The Graduate School at Appalachian offers a limited number of scholarships to graduate students on a competitive basis. Recipients can hold other financial aid such as assistantships and/or fellowships simultaneously. For further scholarship information, students should contact the Dean of the Graduate School.

PROGRAM CONTENT

The first year of the MBA program consists of 24 hours of accelerated foundation course work for those who do not have an undergraduate degree in business, or for those who need a review of basic analytical tools and functional and managerial skills. The course background provides the student with a basic understanding for the MBA core course work offered in the second year of study.

The second year course work consists of 27 semester hours of core courses and 9 semester hours of elective courses. Elective courses must be chosen in conjunction with and approved by the Assistant Dean.

Prerequisites:

Students with an appropriate undergraduate business degree may enter directly into the second year of the program. To enter directly into the second year, the undergraduate business degree must have been obtained within the past five years with a grade of "B" or better in all the undergraduate equivalent courses. Undergraduate equivalent courses include: Accounting I & II, Economics I & II, Statistics, Principles of Marketing, Principles of Management (Organizatinal Behavior), Introduction to Finance, Legal Environment of Business, Production/Operations Management. Decisions regarding the waiver of the first year foundation courses and a student's ability to enter the second year courses directly are made at the time of admission to the MBA program. The Assistant Dean in the College of Business makes these decisions and advises the student by letter upon the student's acceptance into the program.

Students without an appropriate undergraduate business degree are strongly encouraged to take an algebra review course before beginning the program. Many of the courses in the MBA Program are quantitative and require proficiency in algebra.

Hours: **36** semester hours for the One-Year Program
60 semester hours for the Two-Year Program

Required Courses:

FIRST YEAR

(For students without an undergraduate degree in business or those who do not meet the waiver criteria) **Note:** Courses are only offered during the terms indicated below, i.e., courses labeled Fall semester are taught only in the Fall, etc.

Fall Semester

ACC	5090	Accounting-Concepts and Applications	3
ECO	5100	Business Statistics	3
FIR	5001	Law for Business Managers	3
MKT	5010	Marketing Management	3
		SUBTOTAL HOURS	**12**

Spring Semester

ECO	5050	Analysis of Economic Policy	3
FIR	5005	Financial Concepts	3
MGT	5010	Organizational Behavior	3
POM	5100	Production/Operations Management	3
		SUBTOTAL HOURS	**12**

SECOND YEAR
(May be entered directly by students with undergraduate business degree when the degree meets the waiver criteria for the first year courses.)

Summer Semester/1st Session

ACC	5190	Managerial Accounting	3
MGT	5030	Organizational Communication	3 *
		SUBTOTAL HOURS	**6**

Summer Semester/2nd Session

CIS	5200	Information Systems for Planning and Control	3
FIR	5010	Managerial Finance	3 *
		SUBTOTAL HOURS	**6**

Fall Semester

ECO	5150	Business Economics	3
MGT	5020	Applied Organizational Theory	3
POM	5260	Management Science	3
Elective			3
		SUBTOTAL HOURS	**12**

Spring Semester

MGT	5750	Organizational Strategy & Policy	3 *
Elective			3
Elective			3
MKT	5020	Marketing Strategies and Applications	3
		SUBTOTAL HOURS	**12**

TOTAL HOURS FOR THE ONE-YEAR MBA PROGRAM 36

TOTAL HOURS FOR THE TWO-YEAR MBA PROGRAM 60
*These courses may be offered in semesters other than those indicated.

Thesis: None required

Language Proficiency: None required

Comprehensive: None required

Department of Chemistry

Chairperson: Rhyne
Graduate Faculty: Breiner, Brown, Cartaya-Marin, Eagle, Glenn, Holder, Olander, Rhyne, Sink, Soeder, Williams

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

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

Senior/Graduate Courses

4560. 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. Co-requisite: CHE 3303 or permission of instructor. Prerequisite: CHE 2210. Lecture three hours, laboratory three hours.

4580. 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 2201. Lecture three hours.

4581. Biochemistry I Laboratory/(1).F;S.
Experimental investigations which supplement the study of the topics in biochemistry. Chemistry 4580 is co-requisite or prerequisite to Chemistry 4581. Laboratory three hours.

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

4590. Spectral Interpretations/(2).F.
A study of the use of spectral data for the identification of organic compounds. Techniques will include UV, IR, NMR, MS, ORD and CD in the identification process. Prerequisite: CHE 2202. Lecture two hours.

4595. NMR Spectroscopy/(2).S.
The lecture portion of the course will cover basic nuclear magnetic resonance spectroscopy theory and practice, with particular attention given to the instrumentation available in the department. The laboratory portion of the course will focus on learning to utilize the nmr instrumentation available in the department. Prerequisite: CHE 4560 or 4590. Lecture one hour, laboratory three hours.

4600. 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: Upper-division status or departmental permission.

4610. History of Chemistry/(3).S.
A study of the development of chemistry as a science with emphasis on the development of basic concepts, ideas and theories. Prerequisite: a year of introductory chemistry. Lecture three hours.

4620. Environmental Chemistry/(4).S.
A capstone course for students pursuing a concentration in Environmental Chemistry, this course will focus the wide diversity of subject matter required by this major. The course will involve discussions and applications of air, water and soil chemistry while giving the student an appreciation of the scientific, legal, political and economic issues inherent in Environmental Chemistry. Prerequisites: CHE 3301, CHE 4560, STT 2810. Lecture three hours, laboratory three hours.

Graduate Courses

5002. Chemical Literature/(1).F.
A study of the literature of chemistry with literature search and bibliographic methods introduced. To be taken fall term of first year. Lecture one hour.

5050. Advanced Inorganic Chemistry/(4).F.
An investigation of inorganic stereochemistry, atomic orbitals, valence bond theory, the Pauli exclusion principle, molecular orbital theory, equivalency of orbitals, the chemistry of the transition elements, and discussion of chemistry of the elements, according to type, with regard to coordination number and stereochemistry. Lecture four hours.

5060. Advanced Analytical Chemistry/(4).S.
A study of the methods of chemical analysis using atomic and molecular spectroscopy, magnetic resonance, mass spectrometry, and electrochemical methods of analysis including electrogravimetric methods, coulometry, potentiometry, amperometry, polarography, and stripping analysis. Prerequisite: CHE 4560. Lecture four hours.

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.

5090. Advanced Organic Chemistry/(4).S.
A study of the type reactions of organic molecules. Nucleophilic aliphatic substitution, electrophilic aromatic substitution, addition to multiple bonds, free radical reactions and rearrangements. Lecture four hours.

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

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.

5989. Master's Research/(1-9).F;S.
Designated to provide time for thesis research. May be repeated for a maximum of nine hours which do not count towards the degree requirement. Graded on S/U basis only.

5999. Thesis/(4).F;S.
Graded on S/U basis only.

Department of Communication

Chairperson: Cole
Graduate Faculty: Aycock, Cole, Dorgan, Lee, Reighard

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

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

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

Department of Curriculum and Instruction

Chairperson: Jacobson
Graduate Faculty: Allen, Blanton, Breitenstein, Considine, Fletcher, Greene, Jacobson, Janowiak, Jenkins, Jones, C. Knight, P. Knight, Mamola, McCarthy, McEwin, Messner, Murphy, Schram, Sox, Stahl, Thompson, Wilson, Zimmerman

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

(1) Master of Arts in Curriculum Specialist (Educational Supervision Licensure)

(2) Master of Arts in Educational Media, with two concentrations:
  (a) Instructional Technology Specialist/Media Production
  (b) Instructional Technology Specialist/Telecommunications
  NOTE: Two additional concentrations are offered through the Department of Leadership and Educational Studies:
    Instructional Technology Specialist/Computers
    Instructional Technology Specialist/Computers, General
  Please refer to the Department of Leadership and Educational Studies' section in this *Graduate Bulletin* for information on these concentrations.

(3) Master of Arts in Elementary Education, K-6

(4) Master of Arts in Middle Grades Education (6-9), with four concentrations:
  (a) Language Arts
  (b) Mathematics
  (c) Science
  (d) Social Studies

Graduate courses leading to graduate licensure in the various fields of instruction in the secondary school (grades 9-12) and K-12 are provided. The Department in conjunction with the Department of Language, Reading and Exceptionalities also offers correlated minors for the Ed.D. in Educational Leadership as follows:

(a) Curriculum and Instruction for General and Special Education/Curriculum & Instruction
(b) Curriculum and Instruction for General and Special Education/Special Education
(c) Curriculum and Instruction for General and Special Education/Reading

MASTER OF ARTS IN CURRICULUM SPECIALIST (EDUCATIONAL SUPERVISION LICENSURE)

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

1. The purposes and roles of schooling;
2. The basic structure, organization and philosophical theories of school supervision;
3. Principles of management and supervision;
4. Principles and practices of personnel performance appraisal;
5. Educational planning in relation to design, implementation, and evaluation of instructional systems;
6. Leadership roles and responsibilities;
7. The key role of human relations in instructional leadership;
8. Leadership in the effective utilization of knowledge generated by specialists in improving instructional programs;

9. Effective supervisory practices; and,
10. Curriculum planning and development.

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

Prerequisite: A baccalaureate degree from an accredited college or university; a North Carolina "A" license or its equivalent from another state.

Hours: 36 semester hours

Required Courses:

C I	5050	Supervision of Instruction	3
C I	5060	Curriculum Planning	3
FDN	5000	Research in Education	3
LHE	5010	Public School Administration	3
LHE	5030	The Principalship	3
LHE	5700	Educational Leadership	3
LHE	5900	Internship/Field Study (Administration & Supervision)	6
		SUBTOTAL HOURS	**24**

One course selected by the student in consultation with advisor from the following group:

FDN	5840	Social and Philosophical Foundations of Education	3
PSY	5555	Advanced Educational Psychology	2-3
		SUBTOTAL HOURS	**2-3**
Electives			9-10
		SUBTOTAL HOURS	**9-10**
		TOTAL HOURS	**36**

NOTE: All electives are to be chosen by the student in consultation with the advisor. Selection of electives is designed to improve general competence in instructional processes, and should not be construed as a substitute for a major program (or degree) in a particular specialty. This M.A. program is in curriculum instructional processes. Successful completion of this program and satisfactory scores on the Praxis II (NTE) will qualify the student to apply for licensure as a Curriculum-Instructional Specialist - Level I.

Thesis: None required

Language Proficiency: None required

Comprehensive: Written

MASTER OF ARTS IN EDUCATIONAL MEDIA

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

The program offers a choice of four concentrations: Instructional Technology Specialist/Computers, Instructional Technology Specialist/Computers, General, Instructional Technology Specialist/Media Production, and, Instructional Technology Specialist/Telecommunications. The range of possibilities for students in these concentrations includes the study of multimedia systems, educational computing, video production, photography, digital image acquisition and manipulation, as well as media literacy, instructional design and telecommunications systems. The program offers North Carolina licensure in Computers (077) or Telecommunications (074).

A *NC endorsement* (079) based on eighteen semester hours of appropriate credit in computer education (no licensure is issued in computer education) is available through the Department of Leadership and Educational Studies. This endorsement is limited to teaching assignments and can only be added to existing teaching areas. Unlike most other endorsements, it is not limited to less that half-time teaching assignments, and it can be issued at the G level if the licensure holder has earned the Master of Arts in Educational Media with a concentration in Instructional Technology Specialist/Computers.

MASTER OF ARTS IN EDUCATIONAL MEDIA

Concentration: Instructional Technology Specialist/Media Production

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

Prerequisites:
A baccalaureate degree from an accredited college or university is required.

Grade of "B" (3.0) or better in each of the following prerequisite courses:

C I	4740	Photography (or equivalent)	3
C I	4810	Introduction to Sight and Sound (or equivalent)	3
C I	4830	Critical Viewing Skills (or equivalent)	3
C I	4840	Production of Educational Videotapes (or equivalent)	3

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

TOTAL PREREQUISITE HOURS **12**

Hours: 36 semester hours

Required Core Courses:

C I	5630	Instructional Technology	3
FDN	5000	Research in Education	3
FDN	5220	Computers in Educational Settings	3
		SUBTOTAL HOURS	**9**

***Required Media Production Courses:**
Required media production courses must be selected with the advice and approval of the graduate advisor.

SUBTOTAL HOURS **27**

TOTAL HOURS **36**

Thesis: Optional

Language Proficiency: None required

Comprehensive: Oral and/or Portfolio Review

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

MASTER OF ARTS IN EDUCATIONAL MEDIA

Concentration: Instructional Technology Specialist/Telecommunications

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

Prerequisites:
A baccalaureate degree from an accredited college or university is required.

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

Grade of "B" (3.0) or better is required in each of the following prerequisite courses:

C I	4810	Introduction to Sight and Sound (or equivalent)	3
C I	4830	Critical Viewing Skills	3
C I	4840	Production of Educational Videotapes (or equivalent)	3
FDN	3100	Classroom Use of Microcomputers in Grades K-12 (or equivalent)	2

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

TOTAL PREREQUISITE HOURS 11

Hours: 36 semester hours

Required Core Courses:

C I	5630	Instructional Technology	3
FDN	5000	Research in Education	3
FDN	5220	Computers in Educational Settings	3
		SUBTOTAL HOURS	**9**

***Required Concentration Courses:**

C I	5060	Curriculum Planning	3
C I	5552	Advanced Video Production	3
C I	5641	Media and Management	3
C I	5921	Communication Theory and Instructional Design	3
C I	5930	Instructional Graphics	3
FDN	5320	Telecommunications Technology in Education	3
FDN	5420	Hypermedia in Instruction	3
LHE	5010	Public School Administration	3

LIB	5010	Building Library and Media Center Collections	3
		SUBTOTAL HOURS	**27**
		TOTAL HOURS	**36**

Thesis: Optional

Language Proficiency: None required

Comprehensive: Oral and/or Portfolio Review

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

MASTER OF ARTS IN ELEMENTARY EDUCATION, K-6

Prerequisite: A baccalaureate degree from an accredited college or university; a North Carolina "A" license or its equivalent from another state.

Students in this program will demonstrate their ability to:

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

Hours: 30 semester hours with thesis; **36** semester hours without thesis

Required Courses:

C I	5560	Language Arts and Social Studies Instruction	3
C I	5570	Mathematics and Science Instruction	3
C I	5591	Advanced Curriculum Design in Elementary Education	3
C I	5592	Elementary Education Teaching Strategies	3
* C I	5900	Internship/Practicum	3
FDN	4560	Measurement and Assessment	2
FDN	5000	Research in Education	3
FDN	5840	Social and Philosophical Foundations of Education	3
		SUBTOTAL HOURS	**20-23**

* Should be taken only by those without teaching experience at the grades K-6 level.

Electives:

Thesis option:	0
Non-thesis option:	1-4

Academic Electives:
Academic electives are selected with the advice and approval of the student's advisor. Courses at the 4500 level and above are selected from the arts, the humanities, mathematics, the social sciences, the natural sciences, and reading.

Total Academic Elective hours (thesis option): 6-8
Total Academic Elective hours (non-thesis option): 12-15

Thesis: Optional

C I	5999	Thesis	4
		TOTAL HOURS	**30 or 36**

Language Proficiency: None required

Comprehensive: Written

NOTE: All majors who have not previously taken a special education and/or child psychology course must take one at the 4500 level or above.

MASTER OF ARTS IN MIDDLE GRADES EDUCATION (6-9)

Concentrations: Language Arts
Mathematics
Science
Social Studies

The program seeks to prepare teachers who:

1. Are knowledgeable about the developmental characteristics of young adolescents and are able to conceptualize and apply that knowledge in the classroom;
2. Are knowledgeable about at least one subject area;
3. Possess a clear, research-based knowledge of developmentally responsive instruction and schooling;
4. Have the specialized skills and knowledge needed to provide middle grades students with effective instruction; and,
5. Demonstrate a dedication to middle grades education based on an accurate middle grades knowledge base.

Prerequisite: A baccalaureate degree from an accredited college or university; a North Carolina "A" license in any teaching area or its equivalent from another state.

Hours: **30** semester hours with thesis; **36** semester hours without thesis

Required Courses:

C I	5170	Teaching the Emerging Adolescent	2
C I	5190	Middle Level Instruction	2
C I	5580	Middle Level Curriculum	2
FDN	4560	Measurement and Assessment	2
FDN	5000	Research in Education	3
		SUBTOTAL HOURS	**11**

Other courses: (2-6 hours without thesis; 3-4 hours with thesis)
(Select with the advice and approval of the academic advisor:)

*C I	5900	Internship/Practicum	3
FDN	4800	Education of the Culturally Diverse	3
FDN	5840	Social and Philosophical Foundations of Education	3
HPC	5100	Guidance Techniques for Teachers of Young Adolescents	3

PSY	5555	Advanced Educational Psychology	2-3
PSY	5565	Adolescent Psychology	2-3
** SPE	5628	Assessment, Curriculum and Teaching (ACT I): Elementary Students with Learning and Behavioral Problems	3

* Should be taken only by those without teaching experience at the grades 6-9 level.
** Persons who have not had a special education course must take SPE 5628.

SUBTOTAL HOURS ..... 2-6 or 3-4

Academic Concentration 11-12
Courses are selected with the advice and approval of the academic advisor from ONE of the following concentrations: Language Arts, Mathematics, Science, or Social Studies.

SUBTOTAL HOURS 11-12

Electives:

Thesis option: 0
Non-thesis option 7-12

SUBTOTAL HOURS ..... 0 or 7-12

Thesis: Optional

C I	5999	Thesis	4

TOTAL HOURS ..... 30 or 36

Language Proficiency: None required

Comprehensive: Written

Graduate Minor in Secondary School Teaching
A graduate (M.A.) minor in Secondary School Teaching consists of 8-12 semester hours of approved coursework. Courses should be selected with the advice and approval of a graduate advisor.

CORRELATED MINOR IN CURRICULUM AND INSTRUCTION FOR GENERAL AND SPECIAL EDUCATION (Ed.D. PROGRAM)

Prerequisites: Must be a student in the Educational Leadership, Doctor of Education (Ed.D.) Program and have permission of advisor and Doctoral Director.

Hours: **12** semester hours

Courses:
Students who choose the correlated minor in Curriculum and Instruction for General and Special Education/Curriculum & Instruction or the minor in Curriculum and Instruction for General and Special Education/Special Education will select, in conjunction with their advisors, four of the five following courses (12sh). The selection of courses will be based on students' prior experiences and their intended role in public school administration.

C I	7130	Investigations into Curriculum and Instruction Problems	3
C I	7131	Emerging Issues in Curriculum and Instruction	3
C I	7132	Reflective Supervision of Curriculum and Instruction	3
SPE	7120	Issues and Trends in Special Education	3
SPE	7121	Organizational Design and Implementation of Special Education Programs	3

TOTAL HOURS 12

Students may also choose to focus on a correlated minor in Curriculum and Instruction for General and Special Education/Reading. These students will take the following four courses:

C I	7131	Emerging Issues in Curriculum and Instruction	3
R E	7570	Administering Reading/Language Arts Programs: The Research Base	3
R E	7710	Improving Reading/Language Arts Instruction in the Schools: Problem-Solving Seminar for Administrators	3
SPE	7120	Issues and Trends in Special Education	3
		TOTAL HOURS	**12**

Course substitutions may be approved by the Doctoral Director.

SECONDARY SCHOOL TEACHING (9-12) AND K-12 SCHOOL TEACHER ("G" LICENSURE)

Majors available to secondary teachers are: biology, English, French, history, industrial education, library science, mathematics, music, physical education, *social science, and Spanish. For required courses in the academic field, see the appropriate department description.

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

Prerequisites:

1. A baccalaureate degree from an accredited college or university is required with an undergraduate major in the teaching field.
2. An "A" North Carolina teaching license or its equivalent from another state.

Professional Education Courses: (9-11 semester hours)

C I	5060	Curriculum Planning (required)	2-3
FDN	4560	Measurement and Assessment (required)	2

CULTURAL FOUNDATIONS OF EDUCATION AREA (3 hours required):

FDN	5840	Social and Philosophical Foundations of Education	3

(The following courses may also meet this requirement with the approval of the appropriate chairperson and the student's advisor:)

FDN	4800	Education of the Culturally Diverse	3
OR			
FDN	4810	Education in Appalachian America	3
OR			
FDN	5800	History of American Education	3

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION AREA (2-3 hours required):

PSY	5555	Advanced Educational Psychology	2-3
OR			
PSY	5565	Adolescent Psychology	2-3

Electives/Other Courses: 0-3
(Should be chosen with the advice and approval of the graduate advisor, either in the academic concentration or professional education.)

(For a description of the course abbreviations used in the following lists of courses, see pages 69-70.)

BUSINESS EDUCATION (B E)

Senior/Graduate Courses

4510. 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.

4610. Coordination Techniques and Job Analysis for Vocational Business and Marketing Education/(3).F.
An analysis of the job in which prospective students are placed in a cooperative office and/or marketing education program. Methods and techniques of coordinating work are emphasized.

4650. Applications in Information Processing for Business Educators/(3).F.
Provides students with a basic understanding of applied automated integrated office systems. The course focuses on microcomputer and software packages that enable a microcomputer to accomplish various business and business education applications and tasks. The impact of computer technology and electronic information systems in business operations on students studying the business curriculum at the secondary level will be emphasized. Prerequisite: senior or graduate standing and introductory data processing/computer course.

4810. Seminar/(3).On Demand.

4850. 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.

4851. Organization and Administration of a Marketing Education for Teachers Program/(3).F.
A study of the philosophy, practices, and procedures used in the organization and administration of an occupational marketing education for teachers program.

4852. Methods in Marketing Education for Teachers/(3).S.
A study of approved methods of teaching Marketing Education for Teachers. Prerequisite: PSY 3000.

Graduate Courses

5050. Current Problems in Business Education/(2). On Demand.
Problems in organizing and administering business education programs.

5080. Business Report Writing/(2).On Demand.
A study of business report writing required of men and women in their professional careers in business, industry, education, and government. Emphasis is on concepts in creative and functional aspects in understanding the problems, gathering and organizing data, and writing reports for management, employees, and the public.

5100. Administration and Supervision of Vocational Office Education/(3).S.(Even numbered years).
A study of principles, practices, and techniques of organizing and supervising vocational office education programs.

5110. Advanced Methods of Teaching Business Education Skill Subjects/(3).S.(Odd numbered years).
Designed to strengthen the technical competence of the business teacher and to improve instruction in the skill subjects such as keyboarding/typewriting, word processing, shorthand, and office procedures.

5120. Advanced Methods of Teaching Accounting and Basic Business Subjects/(3).F.(Odd numbered years).
Introduces methods of teaching secondary accounting and basic business courses. Emphasis is placed on technology and recent research. Appropriate materials and equipment will be examined.

5220. Current Issues and Trends in Marketing Education/(3).F.(Even numbered years).
An analysis of current trends, issues, and research in Marketing Education with special emphasis on their applications to classroom and program practices.

5300. Administration and Supervision of Vocational Education/(3).F.(Even numbered years).
A comprehensive study of the administrative structure of vocational education at the local, state, and federal levels and in industry. Administrative planning; facilities, equipment selection and management; personnel management; supervision of instruction; personnel and professional development; and instructional management in vocational education are emphasized.

5310. Program Planning in Vocational Education/(3).S.(Odd numbered years).
Concepts and principles involved in planning local vocational education programs. Experiences will focus on identification of the educational needs of students, selection of course content, curriculum design, and evaluation of materials.

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

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

5900. Internship in Vocational Education/(3).F;S.
This internship places students in business, governmental and school environments. Graded on S/U basis.

CURRICULUM AND INSTRUCTION (C I)

Senior/Graduate Courses

4740. Photography/(3).F;S.
Basic theory, principles and techniques of black and white and color photography. Laboratory fee.

4770. Intermediate Photography/(3).F.
An intermediate photography course which strengthens skills previously acquired in black and white photography and introduces color photography. Prerequisite is a basic photography course or permission of the instructor. Fee.

4810. Introduction to Sight and Sound/(3).F.
An introduction to the basic knowledge and skills underlying any effective audiovisual presentation. Students will learn the aural and visual aesthetic principles involved in the creation of effective media presentations. They will also learn the theory and operation of various common sight and sound devices, including audio tape recorders; microphones and mixers; still cameras; video cameras, monitors, and recording devices; projection devices and presentation systems. Emphasis will be placed not only on understanding how the equipment works, but on the common theoretical background shared by all these communication devices.

4830. Critical Viewing Skills/(3).F.
This course develops the ability to critically analyze and interpret media messages, particularly those conveyed through the visual channel. While particular attention is given to film and television, including educational and mass media programming and production, the course recognizes that both film and television developed out of photography and attention is therefore given to reading still images as well as moving images. This involves studying elements such as illustrations in children's books, photo-journalism and advertising.

4840. Production of Educational Videotapes/(3). F;S.
Introduction to the knowledge and technical skills needed to create effective, low-budget single camera video programs. Exposure to the different equipment and program formats commonly used in schools, training programs, and media centers. Experience in each of the three stages in the production process: preproduction, production, and post-production.

4900. Internship/Student Teaching/(6 or 12).F;S.
Teaching experiences under supervision for one semester for students who plan to teach in B-K or grades K-12. Graded on S/U basis.

4940. Image and Influence/(3).S.
The course examines the relationship between television, motion pictures and society. The film and television industries are studied as mirrors and makers of social values, attitudes and behavior. Emphasis is placed on media content and form, as well as the potential impact of media messages on various audiences, including children and adolescents.

4950. Documentary Film/(3).F.
Students view and analyze a variety of documentary films in terms of both form and content. Emphasis is placed on understanding the wide range of purposes for which documentaries are made, and on examining the variety

of techniques used to achieve those purposes. Students examine how and why every documentary is, to a varying degree, a creative treatment of actuality.

Graduate Courses

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.

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

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.

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.

5170. Teaching the Emerging Adolescent/(2).S.
Study of the middle school student, examining cognitive, physical, emotional, social and aesthetic development. An interdisciplinary investigation drawing upon sources in the biological, behavioral, and social sciences. Emphasis will be placed on early adolescents and current research regarding developmentally responsive classrooms and schools.

5190. Middle Level Instruction/(2).F.
Middle level instruction is designed to provide the middle grades teacher with a variety of instructional strategies. The basic teaching areas and techniques of integrating math, language arts, science and social studies will be covered from both theoretical and practical standpoints.

5200. Multi-Media/Image Production/(3).F.
This media production course offers students opportunities to acquire the cognitive, affective, and psycho-motor skills necessary to plan, design, produce and present multimedia and single and multiple projector slide/tape productions. Prerequisite: a basic university level photography course or permission from instructor.

5230. Studies in Applied Instructional Strategies/(3).F;On Demand.
This course is designed for instructional leaders in K-12 buildings. It provides an intense study of research-based, exemplary practice instructional strategies focused on learning and achievement. Special emphasis is placed on the research knowledge-base for learning, cognitive instructional strategies, exemplary instructional planning, reflection and evaluation of instruction, and integrating technology for meaningful learning.

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

5530-5549. Selected Topics/(1-4).On Demand.
Subject matter may vary from term to term depen-ding 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.)

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.

5552. Advanced Video Production/(3).S.
This course examines video production, facility design and management, and program distribution in a professional systematic manner. Students will learn the knowledge and skills needed to successfully develop and maintain an educational or corporate video production facility. Prerequisite is CI 4840 or permission of the instructor.

5560. Language Arts and Social Studies Instruction/(3).F.
A study of current research relating to teaching language arts and social studies. Emphasis is placed on strategies, practices, and materials for grades K-9.

5570. Mathematics and Science Instruction/(3).S.
A study of the theoretical base for mathematical and scientific learning; the evaluation of conventional and innovative resources and approaches to teaching; the development of comprehensive models of mathematics and science education; and the development of teacher-made materials for grades K-9.

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.

5580. Middle Level Curriculum/(2).F.
The study of a variety of curriculum designs utilized at the middle grades level. Emphasis is placed on traditional and innovative middle level programs and practices. Trends and issues regarding middle level education are examined.

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.

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.

5592. Elementary Education Teaching Strategies/(3).S.
The course is designed to provide an intense study of research-based strategies for use in grades K-6. Special emphasis will be placed on the knowledge base regarding instructional strategies.

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.

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.

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.

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.

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.

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.

5921. Communication Theory and Instructional Design/(3).F.
This course surveys the basic features, processes, models and technologies of communications media. Special emphasis is placed on the influence of communications in instructional design systems.

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.

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

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).

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.

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.

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.

6500. Independent Study/(1-4).F;S.

6530-6549. Selected Topics/(1-4).On Demand.
Consideration of group and individual investigations in education.

6999. Educational Specialist Thesis/(1-6).F.
Offered on an S/U basis only.

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.

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.

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.

HEALTH EDUCATION (HED)

Senior/Graduate Courses

4650. 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.

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

4730. Teaching Stress Management and Emotional Health/(2).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.

Department of Economics

Chairperson: Schieren (Interim)
Graduate Faculty: Combs, Courbois, Elledge, Ellis, Gaynor, Guthrie, Kirkpatrick, McRae, Millsaps, Perri, Schieren, Wallace

The Walker College of Business, through the Department of Economics, offers coursework which forms a part of the MBA program (see MBA program description, pages 102-105). Prerequisite to graduate study is admission to the MBA program or permission of the Assistant Dean for Graduate Studies and External Programs in the Walker College of Business.

The Department of Economics also participates in a graduate program leading to the Master of Arts degree in Social Science, Education with a concentration in Secondary School (G Licensure)/Economics.

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

Senior/Graduate Courses

4510. Senior Honors Thesis/(3).On Demand. Independent study and research project directed by departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the senior year as a final requirement for graduation with honors in business and includes a formal presentation to the college faculty.

4530-4549. Selected Topics/(1-4).On Demand.

4550. Public Finance and Taxation/(3).On Demand.
Economic analysis of government revenues and expenditures, impact of the government budget, shifting and incidence of taxation, public debt, fiscal policies. Prerequisites: ECO 2030, 2040.

4551. American Economic History/(3).F.
Evolution of the American Economy from colonial times through World War II. Emphasis is upon (1) the integration of African European and Native American economic activities into an interdependent system, (2) the spatial integration of diverse geographic regions into an integrated national economy, (3) the transition from a predominantly rural and agricultural economy into a mainly urban, industrial and commercial economy, (4) the Great Depression and the growth of government intervention in economic activity, (5) the changing balance between domestic and foreign commerce and (6) the role of war in American economic development. The methods of economic geography are combined with those of economic analysis to understand American history. Prerequisite: ECO 1010 or 2030.

4610. Economics of Health Care/(3).S.
Economic Theory is applied to the health care industry. Included is an overall perspective of the health care industry, identification of the factors influencing the demand for and the supply of health care; identification of some costs and benefits of health programs, hospital organization and efficiency, and a consideration of alternative methods of financing health care. Prerequisites: ECO 2030, 2040, and 2100.

4630. History of Economic Thought/(3).S.
Origin, development, and analysis of the major trends, contributions, and conflicts in the development of modern economic philosophy, analysis, and theory. Prerequisites: ECO 2030, 2040.

4640. International Economic Policy/(3).S.
A seminar in foreign economic policy issues. Issues such as balance of payment disequilibrium and adjustment, tariff and trade policy, the exchange rate, trade and aid in developing countries, East-West trade restrictions, regulation of multinational corporations, are presented through the most current readings in professional and practitioner's journals.

Prerequisite: ECO 3410 or permission of the instructor.

4650. Industrial Organization and Public Policy Toward Business/(3).On Demand.
A study of the structure of firms and markets and of their interactions. It first considers the basics of competition, monopoly, oligopoly, and monopolistic competition. It then considers the "new industrial organization" which includes topics such as strategic behavior, price discrimination, nonlinear pricing, vertical integration and vertical restrictions, information, advertising, and government policies and their effects. Prerequisites: ECO 2030, 2040, MAT 1030 or equivalent.

4710. Managerial Economics/(3).S.
Use of statistical and mathematical concepts and techniques in solving problems in economics. Microeconomic theory is reviewed and optimizing techniques are used in decision making. Prerequisites: ECO 2030, 2040 and 2100 or equivalent.

4720. Labor Economics/(3).S.
An analysis of the labor market including the demand and supply of labor under various market structures. In addition, labor unions and other market constraints are analyzed and the aggregate level of employment is considered. Prerequisites: ECO 2030, 2040.

4740. Applications for Forecasting Techniques/(3).F.
The study of the behavior of time series (data collected over a period of time) in order to explain past and forecast future events and conditions in business and economics. Major emphasis will be placed on the understanding and application rather than the theoretical and computational aspects of the statistical techniques. This will be accomplished through heavy usage of canned computer programs (same as POM 4740). Prerequisite: ECO 2200 or permission of the instructor.

4750. Econometrics/(3).S.
Identification, measurement, and interpretation of demand, production, cost and consumption relationships, including simple and multiple regression analysis of time series and cross sectional data. Prerequisites: ECO 2030, 2040 and 2200 or permission of instructor.

4800. Urban and Regional Economics/(3).On Demand.
An examination of the institutional background necessary for urban and regional growth. An introduction to theoretical models of growth. Prerequisites: ECO 2030, 2040.

4810. Seminar in Economics/(3).F;S.
In-depth research and analysis of selected economic issues and problems. Required of all seniors majoring in economics or banking. Students participate in discussions of significant economic problems, theories and policies. Preparation of empirical papers that apply theoretical models and quantitative methods is required. These papers will be presented orally and in writing to the seminar participants. Prerequisites: ECO 3010, 3020 and senior standing.

Graduate Courses

5050. Analysis of Economic Policy/(3).S.
Rigorous study of the theoretical foundations of the determination of prices, national income and employment. Topics include supply and demand analysis, economic cost and production theory, marginal analysis for output determination and resource employment, measurement of macroeconomic aggregates, regulation of money and security markets, analysis of fiscal and monetary policy, foreign exchange markets and balance of payments. Emphasis is on preparing students to make valid applications of practical decision techniques. Prerequisite: Admission to a College of Business Graduate Program or by permission of the Assistant Dean for Graduate Studies and External Programs, Walker College of Business.

5100. Business Statistics/(3).F.
Introduction to statistical analysis. Topics include descriptive statistics, probability, sampling techniques and distributions, point and interval estimation, hypothesis testing, regression analysis and non-parametric tests. Prerequisite: Admission to a College of Business Graduate Program or permission of the Assistant Dean for Graduate Studies and External Programs, Walker College of Business.

5150. Business Economics/(3).F.
Intensive study of economic decision techniques for management. Topics include esti-

mation of demand and cost function, analysis of economic forecasts and business cycles, analysis of price and non-price competition, allocation and distributional effects of regulation, taxation, and fiscal and monetary policy, cost-benefit and cost effectiveness analyses for the not-for-profit sector. Primary emphasis will be placed on the understanding and application, rather than the theoretical and computational aspects, of these techniques. Prerequisite: Admission to the MBA Program or permission approved by the Assistant Dean for Graduate Studies and External Programs, Walker College of Business.

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

5530-5549. Selected Topics/(1-4).F;S.

Doctor of Education in Educational Leadership

Project Director: Waite

The Doctor of Education Degree (Ed.D.) in Educational Leadership is designed for potential and practicing school leaders who wish to further develop and refine their leadership capabilities and to increase their knowledge and skill in leading complex organizations. The degree program is designed to: 1) develop and improve the organizing, managing, and leading capabilites of those candidates whose careers will likely lead them into increasingly demanding professional settings; 2) provide depth in the use of critical decision-making tools, particularly those that deal with the effective use of data; 3) provide breadth to a candidate's preparation by providing experiences that will relate school leadership practices to the behavioral and decision sciences; 4) provide students with the knowledge, skills, and concepts necessary for performing key leadership roles in schools and school systems; and, 5) provide students with the ability to translate their knowledge, skills, and concepts into practice.

To accomplish these principles, the program consists of a general knowledge core that provides knowledge and experiences related to leading and managing school organizations, as well as a research core that provides knowledge about and experiences in both quantitative and qualitative methodologies. The program requires an internship tailored to an individual's needs and interests in leadership, as well as the study of a minor that relates to the candidate's present or prospective leadership role. The program is capped with a dissertation designed to engage students in an original research project which demonstrates competence in systematically exploring an educational problem.

As described below, the program consists of a minimum of 60 semester hours beyond the M.A. degree, configured as follows: (a) 24 semester hours of general knowledge/leadership skills core; (b) 12 semester hours of research core; (c) 12 semester hours of correlated minor; (d) 6 semester hours of full year internship; and, (e) a minimum of 6 semester hours of dissertation. As guiding principles, the areas of multi-cultural education, professional ethics, and special education are key components integrated through the program of study. Students will progress through the program as a member of an intact cohort.

Prerequisite: A Master's degree from an accredited college or university. If the candidate's M.A. degree is not in educational administration or supervision, and/or they have not taken introductory course work in essential research tools, some prerequisite work may be required as determined by the candidate's committee.

Hours: 60 semester hours (minimum)

Required Courses:

General Knowledge Core:

In the General Knowledge Core, all students will take 24 semester hours selected from among the following with the advice of their advisor:

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	Computer Applications and Administrative Practice	3
EDL	7050	School Finance and Business Administration	3

EDL	7060	Public and Interpersonal Communications	3
EDL	7070	Program Evaluation and Organizational Renewal	3
EDL	7080	Strategic Planning and Policy Development	3
EDL	7500	Independent Study	1-3
		SUBTOTAL HOURS	**24**

Research Core:
In the Research Core, all students will take a minimum of 12 semester hours selected from among the following with the advice of their advisor:

EDL	7110	Advanced Tests and Measurements	3
EDL	7130	Multivariate Statistics	3
EDL	7140	Advanced Experimental Design	3
EDL	7150	Inferential Statistics	3
EDL	7160	Qualitative Research Methods	3
EDL	7199	Research Seminar	1+1+1+1+1+1=6
EDL	7500	Independent Study	1-3
		SUBTOTAL HOURS	**12**

Correlated Minor:
Students will elect a total of at least 12 semester hours credit. Correlated minors for the Ed.D. in Educational Leadership must include a coherent cluster of courses related to the purpose of the degree and be approved by the Doctoral Director. The minor may be an intact set of courses offered by an academic department or may consist of an interdisciplinary set of courses. Minors may be selected from inside or outside the Reich College of Education. For information on possible minors outside the College of Education, students should contact the Doctoral Director. Within the College of Education, the following correlated minors are offered:

Curriculum and Instruction for General and Special Education/ Curriculum & Instruction

Curriculum and Instruction for General and Special Education/ Special Education

Curriculum and Instruction for General and Special Education/ Reading

SUBTOTAL HOURS 12

Internship:

EDL	7900	Internship	6
		SUBTOTAL HOURS	**6**

Note: The internship is a full-year experience under the co-sponsorship of a school system and Appalachian State University. The student will engage in activities designed to bring the relationship of theory and practice into clear focus. All interns will attend monthly on-campus seminars.

Dissertation:

EDL	7999	Dissertation (Note: Students are required to register for 3 s.h. of Dissertation for two consecutive semesters to complete this requirement.)	3+3 = 6
		SUBTOTAL HOURS	**6**
		TOTAL HOURS	**60**

Dissertation: Required

Language Proficiency: None required

Qualifying Exam: Required

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

EDL 7011. Multi-Disciplinary Seminar on Emerging Issues I/(3).
A multi-disciplinary seminar to examine current and emerging issues in society and their impact on public education. The seminar will involve professionals from a variety of disciplines (i.e., psychology, special education, sociology, planning, management, finance, decision sciences).

EDL 7012. Multi-Disciplinary Seminar on Emerging Issues II/(3).
(A continuation of EDL 7011.) This seminar will feature different professional disciplines in developing an understanding of the context of public school administration. The seminar will include comprehensive treatments of how leaders use information in shaping and communicating their vision and values throughout organizations. Students will be expected to assume more responsibility for building responses to issues presented in this seminar.

EDL 7020. Organizational and Systems Theory/(3).
This course will integrate essential features of research in organizational theory with the more recent developments in systems theory. How people and groups organize to accomplish tasks will be combined with how organizations combine to form systems. A special feature of the course will be its treatment of organizations and systems for public, nonprofit enterprises. Models and case studies will be featured.

EDL 7025. Leadership in Organizations/(3).F.
Brings into coherent form the application of leadership principles to organizations. Leadership is seen as the mechanism for putting both organizational and system theories into action, to enhance school environments, and to sustain structures for change. Extensive use of case studies will be featured.

EDL 7030. Concepts and Constructs in Curriculum and Instruction/(3).S.
Designed to explore and critically examine the structure, concepts, issues and decisions underlying curriculum and instructional thought as practiced in public schools. Instruction will utilize a polyfocal conspectus, study of cases, simulation, and 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. Computer Applications and Administrative Practice/(3).F.
Provides the student with up-to-date access to computer hardware and software designed to help with administrative problem-solving. Particular attention will be paid to the technologies for data management needed in the effective administration of school systems. Students will gain experience in interfacing with a mainframe computer, accessing and using information networks and bulletin boards, and designing custom applications for effective decision-making. Special attention will be paid to the development of electronic message networks.

EDL 7050. School Finance and Business Administration/(3).F.
Designed to examine current practices in public finance. Emphasis will be placed on the funding for public schools, and the relationship of that funding to the support for other public and private agencies. Demographics and political trends will be used to project funding needs for planning purposes. The course also examines the application of current management practices to the business administration function of public school administration. Particular emphasis is placed on the relationship between facilities planning and funding practices in public education.

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

EDL 7070. Program Evaluation and Organizational Renewal/(3).SS.
Familiarizes students with the major components of the evaluation process including the design, development, and implementation of a program evaluation. The process of evaluation, including data collection, maintenance, retrieval, and analysis will be presented as well as the selection and definition of evaluation objectives and instruments. Emphasis will be placed on the purposes of evaluation as tools for increasing organizational effectiveness.

EDL 7080. Strategic Planning and Policy Development/(3).
Examines the process of how organizations plan, how their plans translate into policy initiatives, and how planning and policy impact resource allocations. The first part of the course will feature the use of models and case studies. The course will end with a computer-based simulation in which students will experience how a strategic plan guides the use of resources in a school system.

EDL 7110. 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. Prerequisites are an introductory course in tests and measurements, an introductory descriptive statistics course and a course in inferential statistics.

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. Computations will be carried out using the SPSSx package. Prerequisites are an introductory course in tests and measurements, an introductory descriptive statistics course, and a course in inferential statistics.

EDL 7140. Advanced Experimental Design/(3).On Demand.
Deals with the use of complex and incomplete experimental designs and their analysis using F ratios and other techniques such as trend analysis, comparisons among means, estimation of sample size necessary to achieve a specified power, computation of variance components and measures of strength of association. Analysis will be done primarily with the BMDP statistical package. Prerequisites are an introductory course in tests and measurements, an introductory descriptive statistics course, and a course in inferential statistics.

EDL 7150. Inferential Statistics/(3).
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 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 are an introductory course in tests and measurements, an introductory descriptive statistics course, and a course in inferential statistics.

EDL 7160. Qualitative Research Methods/(3).
This course emphasizes qualitative methods of data analysis and collection and how they can be compared and contrasted to quantitative research. Students will be expected to learn a variety of observational methods and interview techniques. Selecting from these methods, students will design and implement their own research projects. This course will emphasize

the process of producing and interpreting qualitative research by critically examining the intricate relationships between theories, hypotheses, variables, and data. Prerequisites are an introductory course in tests and measurements, an introductory descriptive statistics course, and a course in inferential statistics.

EDL 7199. Research Seminar/(1).On Demand.
The purpose of this seminar is to familiarize advanced graduate students with a variety of research techniques and projects, as well as to exchange ideas and projects with faculty. Each session will expose students to a different research project actually being undertaken at the university. Experimental, quasi-experimental, historical, and ethnographic research projects will be presented and discussed. Students will be expected to provide verbal and written critiques of each project. Students cannot accumulate more than six credits.

EDL 7500. Independent Study/(1-3).On Demand.

EDL 7530. 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 a school system and Appalachian State University. The student will engage in activities designed to bring the relationship of theory and practice into clear focus. Attendance at bi-weekly seminars on campus will be required.

EDL 7999. Dissertation/(1-3).On Demand.
Students must complete a minimum of 6 s.h. to satisfy the Ed.D. degree requirements. Students are advised to register for 3 s.h. for two consecutive semesters to complete requirements. If requirements are not complete at this time, students will continue to register for a minimum of 1 s.h. until the dissertation is complete.

Department of English

Chairperson: Hurley
Graduate Faculty: Arant, Arnold, Atkinson, Barth, Brewer, Conway, Coulthard, Dick, Giskin, Higbie, Higby, Horowitz, Huntley, Hurley, Kirkpatrick, Lewis, Lightfoot, Lysiak, Maharaj-Boggs, Maiden, McEntee, McGowan, McLaughlin, Miller, Rhoades, Rupp, Sanders, Staub, Stilling, Vogel, Ward, Williamson

PROSPECTIVE STUDENTS ARE ENCOURAGED TO APPLY BY FEBRUARY 1. STUDENTS WISHING CONSIDERATION FOR ASSISTANTSHIPS AND SCHOLARSHIPS MUST APPLY BY THIS DATE.

The Department of English offers the following graduate degree programs:
(1) Master of Arts in English, an academic program
(2) Master of Arts in English, Education, with two teacher preparation concentrations:
  (a) Community, Junior and Technical College Teaching
  (b) Secondary School Teaching

The Master of Arts degree requires concentrated advanced study of English and American language and literature although provision is made for an elective minor in a related academic field. The Master of Arts degree with teacher preparation requires that advanced study of English be supplemented with graduate courses in professional education. With either concentration in this program, the requirements in English remain the same.

MASTER OF ARTS IN ENGLISH

Prerequisite: A baccalaureate degree from an accredited college or university is required, preferably with a major in English with evidence of academic success. In unusual cases, the English Department will admit students whose prior training has not been primarily in English but who show clear evidence of the ability to pursue graduate study in English successfully.

***Hours: 30** semester hours of graduate credit

Required Courses:

ENG	5000	Bibliography and Research	3
ENG	Electives		18
		SUBTOTAL HOURS	**21**

Remaining Hours 6
(Should be chosen with the advice and approval of the graduate advisor.)
SUBTOTAL HOURS **6**

Thesis: Required

ENG	5999	Thesis	3
		SUBTOTAL HOURS	**3**
		TOTAL HOURS	**30**

Language Proficiency:
Reading knowledge of a foreign language demonstrated by transcript evidence of two years undergraduate study of a foreign language or by examination arranged in the Department of Foreign Languages and Literatures.

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

***NOTE:** Students pursuing the Master of Arts degree may develop a minor of 8 to 12 hours in a valid related academic field, but those electing to do so should plan to complete more than 30 hours of graduate study for their degree. (see page 64).

MASTER OF ARTS IN ENGLISH, EDUCATION

Concentrations: Community, Junior and Technical College Teaching
Secondary School Teaching

Prerequisite:
A baccalaureate degree from an accredited college or university is required, or preferably with a major in English with evidence of academic success. For the concentration in Secondary School Teaching, a North Carolina "A" license or its equivalent from another state is required. In unusual cases, the English Department will admit students whose prior training has not been primarily in English but who show clear evidence of the ability to pursue graduate study in English successfully.

Hours: 36 semester hours with or without a thesis

Required Courses:

ENG	5000	Bibliography and Research	3
ENG	Electives		21
		SUBTOTAL HOURS	**24**

Remaining Hours 1-6
(Should be chosen with the advice and approval of the graduate advisor.)
SUBTOTAL HOURS **1-6**

Professional Education Requirements:
Community, Junior and Technical College Teaching concentration 6
(Courses should be selected with the advice and approval of the graduate advisor or contact the Department of Leadership and Educational Studies.)
OR
Secondary School Teaching concentration 8
(For detailed requirements, see the Department of Curriculum and Instruction description.)
SUBTOTAL HOURS ..... **6 or 8**

Thesis: Optional

ENG	5999	Thesis	3
		SUBTOTAL HOURS	**3**
		TOTAL HOURS	**36**

Language Proficiency:
Language is not required (but in most cases students in this program will have fulfilled a language requirement on the basis of normal undergraduate training in English).

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

Graduate Minor in English
A graduate (M.A.) minor in English consists of 8-12 semester hours selected from English offerings numbered 4500 and above.

NOTE: For every program, students should plan a Program of Study with the Graduate Advisor in English during the first semester after enrollment. In all cases, a student must have 24 hours in English.

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

Senior/Graduate Courses

4550. Senior Seminar in Creative Writing/(3).F;S.
Content to vary, but may include experimental fiction writing, dramatic writing, poetic forms, and advanced workshops in revision. May be repeated for credit when content does not duplicate. Prerequisite: ENG 3650, Creative Writing. ENG 3661, 3662, or 3663 is suggested, but students may also enroll in the seminar with the permission of the instructor.

4580. Studies in African-American Literature/(3).S.
A close examination of major African-American writers, with emphasis on twentieth-century novelists and poets. Prerequisite: ENG 2120 or permission of instructor.

4590. World Literature/(3).F;S.
A study of literary content, theories, and problems of a specific world-epoch.

4610. Modern English Grammar/(3).On Demand.
An examination of the syntactic structures of English as described by structural and transformational grammarians.

4660. History of the English Language/(3).F;S.
A study of national, regional, and social varieties of English with particular attention to phonological, morphological, and cultural development.

4700. Technical Writing/(3).S.
Emphasis on advanced applied professional writing skills: proposals; analytical, fact-finding, and progress reports; and specialized applications such as abstracts, instructions, process descriptions, definitions, and lab reports.

4710. Advanced Studies in Women and Literature/(3).S.
An examination of the work of a particular woman writer, a select group of related women writers, or a specific topic or genre. Prerequisite: ENG 3710 or permission of instructor.

4720. 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.

4730. The Novel/(3).S.
A study of selected novels from English, American and world literature.

4760. Literary Criticism/(3).S.
Studies of the classical critics in translation and of the contemporary critics, with emphasis on specific techniques.

4770. Early American Literature/(3).F.
Studies in the works of the founders of American political, religious, and literary culture as reflective of trends in intellectual history.

4780. Nineteenth-Century American Literature/(3).S.
Examination of the major authors under whose leadership American literature achieved world prominence.

4790. Twentieth Century American Literature:1900-1945/(3).F.
A study of poetic and prose works most characteristic of American literature and thought during the first half of the twentieth century. Emphasis on major writers.

4795. Twentieth Century American Literature: 1945 to Present/(3).S.
A study of poetic and prose works most characteristic of postmodern and contemporary

American literature and thought. Emphasis on diversity of expression.

4800. Colloquium/(1-4).On Demand.
Content to vary; may be repeated for credit when content does not duplicate.

4810. 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.

4820. Early English Literature/(3).F.
An introductory study of medieval English literature and Middle English.

4830. Shakespeare I/(3).F.
A study of Shakespeare's comedies and histories.

4840. Shakespeare II/(3).S.
A study of Shakespeare's tragedies.

4850. Seventeenth-Century English Literature/(3).S.
A study of literature written during the seventeenth century in England, with each offering limited to selected works.

4860. Restoration and Eighteenth-Century Literature/(3).S.
A study of the literature written in England during the years 1660-1800. Each offering is limited to selected works and authors of the period.

4870. The English Romantic Movement/(3).F.
A study of selected works of Blake, Wordsworth, Coleridge, Southey, Scott, Byron, Shelley, and Keats, with some attention to essayists and minor poets of the Romantic Movement.

4880. Literature of the Victorian Period/(3).F.
A study of selected major English poets, novelists, and essayists of the latter part of the nineteenth century.

4890. Twentieth-Century British Literature: 1900-1945/(3).F.
A study of major themes and literary techniques found in the British literature of the first half of the twentieth century.

4895. Twentieth-Century British Literature: 1945 to Present/(3).S.
A study of major themes and literary techniques found in the British literature of the second half of the twentieth century.

4900. Internship in Writing/Editing/(1-12).F;S.
On-the-job work experience individually tailored to students' career orientation. Graded S/U.

Graduate Courses

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.

5100. Composition Theory, Practice, and Pedagogy/(3).F.
An introduction to composition theory and relevant rhetorical, reading, and psycholinguistic theory with an emphasis on the connections among theory, practice, and pedagogy. Required of teaching assistants.

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

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

5600. Literary Criticism and Theory/(3).F.
A study of key issues in contemporary literary and cultural theory and in the history of literary criticism. Emphasis on practical applications of theoretical approaches. Offered alternate years with ENG 5660. Offered 1997-98, Fall.

5640. Cultural Studies/(3).S.
A study of literature as a cultural practice and of related cultural practices from the perspective of literature. Offered alternate years with ENG 5650. Offered 1997-98, Spring.

5650. Gender Studies/(3).S.
A critical study of the significance of gender in literature and other art forms. Offered alternate years with ENG 5640. Offered 1998-99, Spring.

5660. Advanced Seminar in Major Authors/(3).F.
An intensive examination of a major author writing in English whose work is recognized as essential to a comprehensive understanding of literary culture and history. Offered alternate years with ENG 5600. Offered 1998-99, Fall.

5770. Colonial and Federal American Literature/(3).F.
An intensive study in selected major authors from the founding of the English colonies through the early stage of the American Republic. Offered alternate years with 5780. Offered 1997-98, Fall.

5780. Nineteenth-Century American Literature/(3).F.
An intensive study of the works of such major writers as Poe, Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, Twain, James, and Crane. Offered alternate years with 5770. Offered 1998-99, Fall.

5790. Twentieth-Century American Literature/(3).S.
An intensive study of such major writers as Frost, Faulkner, Fitzgerald, and Hemingway. Offered alternate years with 5850. Offered 1998-99, Spring.

5810. Chaucer/(3).S.
A critical study of The Canterbury Tales, other works selected from the Chaucer canon, and related medieval texts. Offered alternate years with 5840. Offered 1997-98, Spring.

5820. Renaissance Non-Dramatic Literature/(3).F.
A comprehensive study of the non-dramatic literature of the English Renaissance including such major writers as More, Sidney, Raleigh, and Spenser. Offered alternate years with 5890. Offered 1997-98, Fall.

5830. Renaissance Drama/(3).F.
An intensive study of selected playwrights of the Elizabethan, Jacobean, and Caroline periods, including the University Wits, Jonson, Dekker, Marston, Beaumont and Fletcher, Webster, and Ford. Offered alternate years with 5865. Offered 1998-99, Fall.

5840. Shakespeare/(3).S.
An intensive study of selected works from the Shakespeare canon. Offered alternate years with 5810. Offered 1998-99, Spring.

5850. Milton/(3).S.
An intensive study of Paradise Lost, other works selected from the Milton canon, and related texts. Offered alternate years with 5790. Offered 1997-98, Spring.

5865. Eighteenth-Century British Studies/(3).F.
An intensive study of selected topics of major literary interest during the period 1660-1800, e.g., Restoration Drama, the Tory Wits, and Johnson and his Circle. Offered alternate years with 5830. Offered 1997-98, Fall.

5870. Romantic Period/(3).S.
An intensive study of selected authors of the Romantic period considered in relation to general concepts of romanticism. Offered alternate years with 5880. Offered 1997-98, Spring.

5880. Victorian Literature/(3).S.
A study of selected British poetry, novels, or non-fiction prose of the latter part of the nineteenth century. Offered alternate years with ENG 5870. Offered 1998-99, Spring.

5890. Twentieth-Century British Literature/(3).F.
An intensive study of the works of such major writers as Yeats, Lawrence, and Joyce. Offered alternate years with 5820. Offered 1998-99, Fall.

5910. World Literature/(3).S.
A seminar in Western or non-Western literature read in English. Areas of focus may include Europe, Asia, Africa, and the Americas. Offered alternate years with ENG 5980. Offered 1998-99, Spring.

5980. Contemporary Literature/(3).S.
An examination of trends in post-WWII writing and thought. Offered alternate years with ENG 5910. Offered 1997-98, Spring.

5999. Thesis/(2-4).F;S.
Graded on S/U basis only.

Department of Family and Consumer Sciences

Chairperson: Garner
Graduate Faculty: Butterworth, Carpenter, Garner, Hearron, Lee, Wittenbach

The Department of Family and Consumer Sciences offers two graduate programs (1) Master of Arts in Family and Consumer Sciences, which is a non-licensure program, and (2) Master of Arts in Family and Consumer Sciences, Education, which leads to "G" licensure. These programs are designed to prepare graduates for professional practice, for teaching positions, and for doctoral study leading to careers in teaching and research. The program is designed to allow optimum flexibility to accommodate diverse student career interests including secondary family and consumer sciences teachers as well as those who wish to specialize in an area of family and consumer sciences such as nutrition. Students gain a deeper understanding of family and consumer sciences and its subdisciplines and the interfacing of this knowledge with the problems faced by individuals and families. In addition they will gain analytical skills related to the research process.

MASTER OF ARTS IN FAMILY AND CONSUMER SCIENCES

Prerequisite: A baccalaureate degree from an accredited college or university with a major in Family and Consumer Sciences or related field is required. The Family and Consumer Sciences graduate committee reviews the qualifications of each applicant who meets Graduate School admission requirements and specifies any deficiencies and consequent coursework needed.

Hours: **30** semester hours with thesis; **36** semester hours without thesis; Of these hours, 22-24 credits must come from Family and Consumer Sciences offerings and the remaining hours must come from related areas outside the department.

Required Courses in Family and Consumer Sciences:

FCS	5001	Orientation to Research in Family and Consumer Sciences 3
FCS	5002	Family and Consumer Sciences Perspectives and Integrative Framework 3

*Additional hours in Family and Consumer Sciences 16-18
(*Includes 1 to 4-hour thesis)

SUBTOTAL HOURS 22-24

Related Courses:

An approved minor outside the department 8-12
AND/OR
Additional hours outside Family and Consumer Sciences:
Thesis option:
With 8 to 12-hour minor 0
Without minor 6-8
OR
Non-thesis option:
With 8 to 12-hour minor 0-6
Without minor 12-14

SUBTOTAL HOURS ..... 8-12 or 6-8 or 0-6 or 12-14

Thesis: Optional

FCS	5999	Thesis 1-4

(A thesis degree requires a minimum of 30 credit hours, including the thesis hours [1-4], and a non-thesis degree requires a minimum of 36 hours. Additional hours may be necessary in cases where the student lacks an adequate academic background for the planned program of study.)

TOTAL HOURS ..... 30 or 36

Language Proficiency: Statistics

STT	2810	Statistical Methods I	3
STT	3820	Statistical Methods II	3
OR			
FDN	4600	Educational Statistics	3
OR			
Equivalent Courses			2-6

Comprehensive: A written comprehensive examination will be administered by the student's advisory committee. An oral defense of the thesis is also required for the thesis option.

MASTER OF ARTS IN FAMILY AND CONSUMER SCIENCES, EDUCATION

Prerequisite: A baccalaureate degree from an accredited college or university is required. Students wanting a "G" license must have a North Carolina "A" license in Family and Consumer Sciences. The Family and Consumer Sciences graduate committee reviews the qualifications of each applicant who meets Graduate School admission requirements and specifies any deficiencies and consequent coursework needed.

Hours: 30 semester hours with thesis; **36** semester hours without thesis; Of these hours, 22-24 credits must come from Family and Consumer Sciences offerings and the remaining hours must come from related areas outside the department.

Required Courses in Family and Consumer Sciences:

FCS	5001	Orientation to Research in Family and Consumer Sciences	3
FCS	5002	Family and Consumer Sciences Perspectives and Integrative Framework	3

*Additional Hours in Family and Consumer Sciences 16-18
(*Includes 1 to 4-hour thesis)

SUBTOTAL HOURS 22-24

***Professional Education Requirements:**
Students pursuing "G" teaching licensure are required to complete a minimum of 8-12 s.h. of professional education courses in the College of Education. These hours are in lieu of the elective hours outside the department. For detailed requirements, see the Department of Curriculum and Instruction description. Courses should be selected with the advice and approval of the graduate advisor. (Includes an approved minor outside the department).

SUBTOTAL HOURS 8-12

Additional hours outside Family and Consumer Sciences in related areas:

Thesis option	0
OR	
Non-thesis option	3-5

SUBTOTAL HOURS 0-5

Thesis: Optional

FCS	5999	Thesis	1-4

(A thesis degree requires a minimum of 30 credit hours, including the thesis hours [1-4], and a non-thesis degree requires a minimum of 36 hours. Additional hours may be necessary in cases where the student lacks an adequate academic background for the planned program of study.)

TOTAL HOURS ..... 30 or 36

Language Proficiency: Statistics

STT	2810	Statistical Methods I	3
STT	3820	Statistical Methods II	3
OR			
FDN	4600	Educational Statistics	3
OR			
Equivalent Courses			2-6

Comprehensive: A written comprehensive examination will be administered by the student's advisory committee. An oral defense of the thesis is also required for the thesis option.

Graduate Minor outside the Department of Family and Consumer Sciences:
A graduate minor outside Family and Consumer Sciences may consist of 8 to 12 hours of electives in a related discipline, which must be approved by the Family and Consumer Sciences graduate committee and the department involved.

Graduate Minor in Family and Consumer Sciences:
A graduate minor in Family and Consumer Sciences will consist of 12 hours of graduate Family and Consumer Sciences coursework approved by the Family and Consumer Sciences graduate coordinator. *This minor may be chosen only by majors outside the Department of Family and Consumer Sciences.*

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

Senior/Graduate Courses

4504. Foodsystems/Dietetics Administration/(3).S.
In-depth study of organizational management and behavior in foodsystems/dietetics administration. A study of: financial reporting, cost analysis, quality management/control, layout design, waste management, energy management, and other administrative responsibilities. Current trends will be addressed. Lecture three hours. Prerequisite: FCS 3202.

4540. Diet and Public Health/(3).F.
Reviews the effect of foods, nutrients, and dietary patterns on health. Examines the dietary recommendations that have the potential for reducing the risk of chronic diseases and estimates the impact of these recommendations. Permission of instructor required.

4550. Experimental Food Study/(3).F.
A study of the theories of food preparation, the effect of processing on food, the interrelationship of various aspects of food science to nutrition and the judgement of products and establishing of standards. Lecture one hour, laboratory four hours. Prerequisite: FCS 1202. Offered odd numbered years.

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

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

4560. Community Nutrition/(3).F;S.
An introduction to nutrition needs of the community and nutrition services provided to the public through various agencies and organizations; techniques for determining nutrition needs and methods of extending services to various groups in the community and factors affecting acceptance of these services. Lecture three hours. Offered even numbered years.

4609. Introduction to Vocational Education/(3).S.
Historical, legislative, and philosophical aspects of vocational education as related to the development and implemenation of vocational education programs in secondary education. Introduction to the N.C. program of studies for vocational programs entry level occupations in the program areas. Prerequisites: FDN 3800, CI 2800 and PSY 2301. Lecture three hours.

4701. Techniques and Materials/(3).F.
The selection, development, and use of procedures and materials for instruction and guidance. Special attention will be given to oral communication and presentation skills. Lecture one hour, laboratory four hours. Prerequisite: FCS 1202.

4709. Middle Grades Career Exploration/(3).On Demand.
A study of the newer conceptual and pragmatic models of middle grades career exploration. Development of competencies of teachers in relation to the development of models, integration of cluster concepts, occupational information, and resources which might be utilized in career exploration. Meets requirements for licensure and license renewal credit for teachers involved in career education. Prerequisites: FCS 4609, FCS/CI 4131 or equivalent, or permission of instructor. Lecture two hours, laboratory two hours.

4710. Middle Grades Career Exploration Labs/(3).On Demand.
Study of the occupational clusters and the methods and techniques of teaching in each of the middle grades career exploration labs. Meets requirements for licensure and license renewal credit for teachers involved in middle grades career education. Prerequisites: FCS 4609, FCS/CI 4131, FCS 4709, or equivalent, or permission of instructor. Lecture two hours, laboratory two hours.

4900. Internship/(6-12).F;S.
In the field experience or employment in the area of the student's interest: (2) clothing and textiles; (b) foods and nutrition; (c) child development; (d) housing and interiors; (e) family and consumer sciences education. Supervision and evaluation by the employer and faculty member. Prerequisites:

A. 2.00 overall grade-point average
B. College rank: juniors (60 s.h.)
C. Completed 35 hours of family and consumer sciences courses including FCS 4400 (except 24 hours for family and consumer sciences education majors)
D. Internship proposal fully approved
E. Major Courses completed:
    1. clothing and textiles: FCS 1000, 2000, 2001, 3003; ECO 2030; MKT 3050; ACC 1100
    2. child development: FCS 1100, 2101, 2103, 2201, 3101; PSY 1100, 3201
    3. family and consumer sciences education: 24 hours in family and consumer sciences completed
    4. housing and interior design: all required junior level courses and FCS 4400
    5. foods and nutrition: FCS 1202, 2202, 2203, 2204, 3202, 3205, 4504

Graded on S/U basis.

Graduate Courses

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

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.

5100. Application and Theories of Child Development/(3).F.(Odd Years).
Consideration of selected meanings, defini-

tions, 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.

5105. Family Life Education/(3).On Demand.
Teaching strategies and methods for the family life parent educator.

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

5205. Maternal and Child Nutrition/(3).S.(Even Years).
An in-depth study of nutritional needs and problems from conception through adolescence, both nationally and internationally. An examination of current trends in dietary intake, nutrition education during pregnancy and childhood, and the role of nutrition in child development. Prerequisite: FCS 2202 or equivalent.

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

5220. Nutritional Assessment/(3).S.
A study of the techniques used to measure and evaluate the nutritional status of individuals and populations. Development of the techniques and skills to initiate and maintain dietary changes. Prerequisite: FCS 4210 or consent of instructor.

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 S/U basis.

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 S/U basis.

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

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

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

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.

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.

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

5700. Advanced Curriculum in Family and Consumer Sciences/(3).S.(Odd Years).
Applying curriculum theory for updating and reorganizing secondary and postsecondary family and consumer sciences curriculum including the integration of FHA. Prerequisite: Licensed family and consumer sciences teacher or permission of instructor.

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

5710. Family and Consumer Sciences Communication Strategies/(3).F.(Even Years).
Selection, organization, and use of strategies and materials for presenting family and consumer sciences related concepts. Two hours lecture/two hours lab. Prerequisite: Eligible for teaching licensure or permission of instructor.

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 S/U basis.

5999. Thesis/(1-4).F;S.
Graded on S/U basis.

Department of Finance, Insurance, and Real Estate

Chairperson: Davis
Graduate Faculty: Bowden, Cherry, Cox, Davis, Geary, Goff, Keasler

The Walker College of Business, through the Department of Finance, Insurance, and Real Estate, offers coursework which forms a part of the MBA Program (see MBA program description, pages 102-105). Prerequisite to graduate study is admission to the MBA program or permission of the Assistant Dean for Graduate Studies and External Programs, Walker College of Business.

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

Senior/Graduate Courses

4510. Senior Honors Thesis/(3).On Demand. Independent study and research project directed by departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the senior year as a final requirement for graduation with honors in business and includes a formal presentation to the college faculty.

4530-4549. Selected Topics/(1-4).On Demand.

4560. Real Estate Investment/(3).F. Analysis of real estate investments, using modern tools such as the computer. Current issues as well as analytical methods are presented. Includes financing and income tax considerations. An investment analysis will be required. Prerequisites: FIR 3850 and FIR 3680.

4570. Risk Management/(3).On Demand. Study of risk recognition, risk control, and risk financing techniques used to achieve basic organizational goals such as profit maximization, earnings stability, and growth. Case studies are used to provide insight to the risk management process. Prerequisite: FIR 3071.

4610. Commercial Bank Management/(3).F;S. A study of the management decisions needed in order to successfully operate a commercial bank as a part of the financial services industry. The competitive structure of the industry and problems of banks and other financial institutions are considered. Emphasis is given to asset/liability management. Prerequisites: FIR 3690, and either FIR 3790 or ECO 3070.

4620. Investment Management/(3);F;S. A study of the traditional and modern approaches to investment analysis and portfolio management. Efficient markets and efficient diversification will be used to augment understanding of the risk-return trade-off. The Arbitrage Pricing Model will be used in selection of stocks for a portfolio. A Security Analysis of a company will be completed and an analysis of stocks, bonds and derivatives will be used to construct a portfolio of stocks which will be managed during the semester. Prerequisites: FIR 3680, 3690, and 3890.

4630. Working Capital Management/(3).On Demand. Considers the day-to-day decisions of the financial manager with regards to the firm's working capital position. Topics examined in detail include cash and marketable securities management, accounts receivable management and inventory management. Practical problems and decisions are simulated through use of the case method. Prerequisite: FIR 3680.

4640. Business Law for Accountants/(3).F;S. An in-depth study of legal rules, theories and regulations that impact upon the accounting profession. Common law and statutory sources will be utilized, with special emphasis in the areas of business organizations, SEC, accountants legal liability and ethics. Objectives of this course include exposing the accounting student to legal issues that confront the profession and assist the student in preparing for the CPA examination. Prerequisite: FIR 3910.

4660. Financial Decision Making/(3).F;S.
A corporate finance course that emphasizes applied financial analysis, risk and return analysis, and financial forecasting. Computer applications and case analysis are required. Students are required to make case presentations to the class. Prerequisites: FIR 3690 and 3890.

4704. Property Development Planning/(3).On Demand.
An analysis of the major elements of community growth and their relation to a proposed real estate development. Included is an examination of local, state, and federal development regulations as well as the relationship of the proposed development with several contemporary intra-urban problems such as: pollution, transportation, public utilities, and the local political environment. Prerequisite: FIR 3850.

4710. Issues in Bank Management/(3).On Demand.
This course focuses on the real world, day-to-day operation of commercial banks and the rapidly changing legal, regulatory, and competitive environment in the banking/financial services industry. Important topics covered include commercial and consumer lending, trust functions and services, mergers and acquisitions, funds management and investments, international banking activities, and others. Students are required to do a research project involving interviews with bankers, and focusing on a current topic of interest to bankers. Prerequisite: FIR 4610 and permission of the instructor.

4750. International Business Finance/(3).F;S.
A study of international markets and the financial operations that take place in those markets. The financial aspects and operations of multinational corporations are highlighted. Key topics covered include exchange rate behavior and risk management, financing of international trade and operations, and international capital budgeting. Prerequisite: FIR 3680.

4810. Seminar/(1-3).On Demand.

4910. Seminar: Hospital and Health Law/(3).On Demand.
This course is designed to provide students with a background in health and hospital law principles. Particular emphasis is placed on the basis of liability of public and private hospitals, other health care service organizations, and health care personnel. Other topics include contracts, torts, duties, and administrative agency requlations unique to health care services organizations. (Same as HCM 4910.)

Graduate Courses

5001. Law for Business Managers/(3).F.
A study of law that shapes the environment in which business decisions are made. Legal, ethical and societal goals are explored and their interrelationship with corporate objectives analyzed. Prerequisite: Admission to a College of Business Graduate Program or permission of the Assistant Dean for Graduate Studies and External Programs, Walker College of Business.

5005. Financial Concepts/(3).S.
An introduction to the financial and ethical concepts needed for the management of a business firm. Emphasis is placed on the investment, financing and dividend decisions of the firm both in the U.S. and abroad. Financial software packages are used for analysis. Prerequisite: Admission to a College of Business Graduate Program or permission of the Assistant Dean for Graduate Studies and External Programs, Walker College of Business.

5010. Managerial Finance/(3).S.
An intensive study of the instruments and procedures of managerial finance. Financial theory and techniques for financial decisions are presented. Students are expected to use financial models and/or methods in solving financial problems. Integration of disciplines is encouraged. Prerequisites: Admission to a College of Business Graduate Program; FIR 5005 or its equivalent approved by the Assistant Dean for Graduate Studies and External Programs, Walker College of Business.

5020. Applied Financial Analysis/(3).S.
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; FIR 5005 or equivalent approved by the Assistant Dean for Graduate Studies and External Programs, Walker College of Business; FIR 5010.

5030. Financial Institutional Management/(3).F.
A study of the management of financial institutions which function as intermediaries between borrowers and savers. Emphasis is placed on measuring and controlling interest rate risk through the practice of asset-liability management. Computer simulation models are used to develop GAP and hedging strategies. Prerequisites: Admission to the MBA Program; FIR 5005 or equivalent approved by the Assistant Dean for Graduate Studies and External Programs, Walker College of Business.

5100. Portfolio Management/(3).S.
A study of portfolio management with heavy emphasis on the composition of portfolios of private and public institutions. Current theory is reviewed with its implication for portfolio management. Analysis and evaluations of investment securities are accomplished using the computer. Prerequisites: Admission to the MBA Program; FIR 5005 or its equivalent approved by the Assistant Dean for Graduate Studies and External Programs, Walker College of Business; FIR 5020, 5030.

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

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

Department of Foreign Languages and Literatures

Chairperson: Griffin
Graduate Faculty: Diaz-Solis, Feghali, Froehlich, Goetz, Griffin, Hartley, Hollenbeck, Kennedy, Rothschild, Sirias

The Department of Foreign Languages and Literatures offers the following graduate degree program:

(1) Master of Arts in Romance Languages, with six concentrations:
  (a) French, Education (G Licensure)
  (b) French
  (c) Community, Junior and Technical College Teaching/French
  (d) Spanish, Education (G Licensure)
  (e) Spanish
  (f) Community, Junior and Technical College Teaching/Spanish

A thesis is required for all programs of study. With approval from the departmental chairperson, teachers seeking dual licensure in French and Spanish may develop a program of study containing 18 hours of coursework in French and 18 hours in Spanish.

In addition to meeting requirements for admission to the Graduate School, students entering the M.A. program must provide a writing sample in the target language (an original essay, personal statement, or academic paper); arrange an interview (on campus or by telephone) for evaluation of oral command of the target language; demonstrate credit for at least two (2) literature courses and two (2) culture courses taken at the undergraduate level. Students who do not have undergraduate credit in those areas may be required to take additional courses at the undergraduate level within the department.

MASTER OF ARTS IN ROMANCE LANGUAGES

Concentration: French, Education (G Licensure)

Prerequisite: A baccalaureate degree from an accredited college or university; A North Carolina "A" license or its equivalent from another state; 30 semester hours of language study in French beyond the intermediate level. Graduate students who do not have adequate undergraduate credits may begin graduate study, if, at the same time, they are completing the required undergraduate hours to fulfill the 30 hour prerequisite.

Hours: 30 semester hours

Required Course:

FRE	5000	Research and Critical Theory	3
		SUBTOTAL HOURS	**3**

Concentration Courses:

Students will elect a total of 15 semester hours from the following:

F L	5600	Linguistics	3
F L	5601	Second Language Acquisition	3
FRE	4555	History of the French Language	3
FRE	4565	Advanced Writing in French	3
FRE	5021	French Poetry	3
FRE	5022	French Romance and Novel	3
FRE	5023	French Theatre	3
FRE	5024	French Philosophical Literature	3

FRE	5025	Topics of French Culture	3
FRE	5026	Francophone Culture and Literature	3
		SUBTOTAL HOURS	**15**

Professional Education Courses:

C I	5060	Curriculum Planning	2
FDN	4560	Measurement and Assessment	2
FDN	5840	Social and Philosophical Foundations of Education	3
PSY	5555	Advanced Educational Psychology	2
OR			
PSY	5565	Adolescent Psychology	2
		SUBTOTAL HOURS	**9**

Thesis: Required

FRE 5999		Thesis	3
		SUBTOTAL HOURS	**3**
		TOTAL HOURS	**30**

Language Proficiency: Proficiency in French is required.

Comprehensive: All M.A. candidates will take a written examination of material presented in the courses taken in residence in the department. The examination is divided into four one-hour sections. Questions are prepared by the student's Advisory Committee. Students who have transferred credit may be held responsible for information covered in these courses at other institutions; therefore, appropriate syllabi should be provided to the Graduate Advisor.

MASTER OF ARTS IN ROMANCE LANGUAGES

Concentration: French

Prerequisite: A baccalaureate degree from an accredited college or university.

Hours: 30 semester hours

Required Course:

FRE	5000	Research and Critical Theory	3
		SUBTOTAL HOURS	**3**

Concentration Courses:

Students will elect a total of 24 hours from the following:

F L	5600	Linguistics	3
F L	5601	Second Language Acquisition	3
FRE	4555	History of the French Language	3
FRE	4565	Advanced Writing in French	3
FRE	5021	French Poetry	3
FRE	5022	French Romance and Novel	3
FRE	5023	French Theatre	3
FRE	5024	French Philosophical Literature	3
FRE	5025	Topics of French Culture	3
FRE	5026	Francophone Culture and Literature	3
		SUBTOTAL HOURS	**24**

Thesis: Required

FRE	5999	Thesis	3
		SUBTOTAL HOURS	**3**
		TOTAL HOURS	**30**

Language Proficiency: Proficiency in French is required.

Comprehensive: All M.A. candidates will take a written examination of material presented in the courses taken in residence in the department. The examination is divided into four one-hour sections. Questions are prepared by the student's Advisory Committee. Students who have transferred credit may be held responsible for information covered in these courses at other institutions; therefore, appropriate syllabi should be provided to the Graduate Advisor.

MASTER OF ARTS IN ROMANCE LANGUAGES

Concentration: Community, Junior and Technical College Teaching/French

Prerequisite: A baccalaureate degree from an accredited college or university.

Hours: 30 semester hours

Required Course:

FRE	5000	Research and Critical Theory	3
		SUBTOTAL HOURS	**3**

Concentration Courses:

Students will elect a total of 18 semester hours from the following:

F L	5600	Linguistics	3
F L	5601	Second Language Acquisition	3
FRE	4555	History of the French Language	3
FRE	4565	Advanced Writing in French	3
FRE	5021	French Poetry	3
FRE	5022	French Romance and Novel	3
FRE	5023	French Theatre	3
FRE	5024	French Philosophical Literature	3
FRE	5025	Topics of French Culture	3
FRE	5026	Francophone Culture and Literature	3
		SUBTOTAL HOURS	**18**

Professional Education Courses:

Students will elect a total of 6 semester hours from the following:

LHE	5420	Community, Junior, and Technical Colleges	3
LHE	5430	Organization and Administration of Postsecondary Education	3
LHE	5440	Instruction in Postsecondary Institutions	3
LHE	5630	The Adult Learner	3
LHE	5810	Planning Educational Programs	3
LHE	6631	Teaching and Learning in Postsecondary Education	3
		SUBTOTAL HOURS	**6**

Thesis: Required

FRE	5999	Thesis	3
		SUBTOTAL HOURS	**3**
		TOTAL HOURS	**30**

Language Proficiency: Proficiency in French is required.

Comprehensive:
All M.A. candidates will take a written examination of material presented in the courses taken in residence in the department. The examination is divided into four one-hour sections. Questions are prepared by the student's Advisory Committee. Students who have transferred credit may be held responsible for information covered in these courses at other institutions; therefore, appropriate syllabi should be provided to the Graduate Advisor.

MASTER OF ARTS IN ROMANCE LANGUAGES

Concentration: Spanish, Education (G Licensure)

Prerequisite: A baccalaureate degree from an accredited college or university; a North Carolina "A" license or its equivalent from another state; 30 semester hours of language study in Spanish beyond the intermediate level. Graduate students who do not have adequate undergraduate credits may begin graduate study, if, at the same time, they are completing the required undergraduate hours to fulfill the 30-hour prerequisite.

Hours: 30 semester hours

Required Course:

SNH	5000	Research and Critical Theory	3
		SUBTOTAL HOURS	**3**

Concentration Courses:
Students will elect a total of 15 semester hours from the following:

F L	5600	Linguistics	3
F L	5601	Second Language Acquisition	3
SNH	4555	History of the Spanish Language	3
SNH	4565	Advanced Writing in Spanish	3
SNH	5020	Spanish Literature to 1500	3
SNH	5021	Literature of the Golden Age	3
SNH	5022	Realism and Naturalism in Hispanic Fiction	3
SNH	5023	Poetry in Spain and Latin America	3
SNH	5024	20th Century Plays in Spain and Latin America	3
SNH	5025	20th Century Novels in Spanish	3
SNH	5026	History of Ideas in the Spanish-Speaking World	3
SNH	5027	The Media in Latin America and Spain	3
		SUBTOTAL HOURS	**15**

Professional Education Courses:

C I	5060	Curriculum Planning	2
FDN	4560	Measurement and Assessment	2
FDN	5840	Social and Philosophical Foundations of Education	3
PSY	5555	Advanced Educational Psychology	2
OR			
PSY	5565	Adolescent Psychology	2
		SUBTOTAL HOURS	**9**

Thesis: Required

SNH	5999	Thesis	3
		SUBTOTAL HOURS	**3**
		TOTAL HOURS	**30**

Language Proficiency: Proficiency in Spanish is required.

Comprehensive: All M.A. candidates will take a written examination of material presented in the courses taken in residence in the department. The examination is divided into four one-hour sections. Questions are prepared by the student's Advisory Committee. Students who have transferred credit may be held responsible for information covered in these courses at other institutions; therefore, appropriate syllabi should be provided to the Graduate Advisor.

MASTER OF ARTS IN ROMANCE LANGUAGES

Concentration: Spanish

Prerequisite: A baccalaureate degree from an accredited college or university.

Hours: 30 semester hours

Required Course:

SNH	5000	Research and Critical Theory	3
		SUBTOTAL HOURS	**3**

Concentration Courses:

Students will elect a total of 24 semester hours from the following:

F L	5600	Linguistics	3
F L	5601	Second Language Acquisition	3
SNH	4555	History of the Spanish Language	3
SNH	4565	Advanced Writing in Spanish	3
SNH	5020	Spanish Literature to 1500	3
SNH	5021	Literature of the Golden Age	3
SNH	5023	Poetry in Spain and Latin America	3
SNH	5024	20th Century Plays in Spain and Latin America	3
SNH	5025	20th Century Novels in Spanish	3
SNH	5026	History of Ideas in the Spanish-Speaking World	3
SNH	5027	The Media in Latin America and Spain	3
		SUBTOTAL HOURS	**24**

Thesis: Required

SNH	5999	Thesis	3
		SUBTOTAL HOURS	**3**
		TOTAL HOURS	**30**

Language Proficiency: Proficiency in Spanish is required.

Comprehensive: All M.A. candidates will take a written examination of material presented in the courses taken in residence in the department. The examination is divided into four one-hour sections. Questions are prepared by the student's Advisory Committee. Students who have transferred credit may be held responsible for information covered in these courses at other institutions; therefore, appropriate syllabi should be provided to the Graduate Advisor.

MASTER OF ARTS IN ROMANCE LANGUAGES

Concentration: Community, Junior and Technical College Teaching/Spanish

Prerequisite: A baccalaureate degree from an accredited college or university.

Hours: 30 semester hours

Required Course:

SNH	5000	Research and Critical Theory	3
		SUBTOTAL HOURS	**3**

Concentration Courses:

Students will elect a total of 18 semester hours from the following:

F L	5600	Linguistics	3
F L	5601	Second Language Acquisition	3
SNH	4555	History of the Spanish Language	3
SNH	4565	Advanced Writing in Spanish	3
SNH	5020	Spanish Literature to 1500	3
SNH	5021	Literature of the Golden Age	3
SNH	5023	Poetry in Spain and Latin America	3
SNH	5024	20th Century Plays in Spain and Latin America	3
SNH	5025	20th Century Novels in Spanish	3
SNH	5026	History of Ideas in the Spanish-Speaking World	3
SNH	5027	The Media in Latin America and Spain	3
		SUBTOTAL HOURS	**18**

Professional Education Courses:

Students will elect a total of 6 semester hours from the following:

LHE	5420	Community, Junior, and Technical Colleges	3
LHE	5430	Organization and Administration of Postsecondary Education	3
LHE	5440	Instruction in Postsecondary Institutions	3
LHE	5630	The Adult Learner	3
LHE	5810	Planning Educational Programs	3
LHE	6631	Teaching and Learning in Postsecondary Education	3
		SUBTOTAL HOURS	**6**

Thesis: Required

SNH	5999	Thesis	3
		SUBTOTAL HOURS	**3**
		TOTAL HOURS	**30**

Language Proficiency: Proficiency in Spanish is required.

Comprehensive: All M.A. candidates will take a written examination of material presented in the courses taken in residence in the department. The examination is divided into four one-hour sections. Questions are prepared by the student's Advisory Committee. Students who have transferred credit may be held responsible for information covered in these courses at other institutions; therefore, appropriate syllabi should be provided to the Graduate Advisor.

Graduate Minor in Romance Languages/French
A graduate (M.A.) minor in Romance Languages/French consists of 8 to 12 semester hours selected from French offerings numbered 4500 or above.

Graduate Minor in Romance Languages/Spanish
A graduate (M.A.) minor in Romance Languages/Spanish consists of 8 to 12 semester hours selected from Spanish offerings numbered 4500 or above.

NOTES:
Student Portfolio: In order to keep all Graduate Faculty members informed of individual student work and to assess students' progress on a regular basis, each M.A. candidate maintains a Portfolio of representative work produced in the course of the M.A. program. The Portfolio contains updated copies of selected work from all courses taken. Portfolios are kept on file in the departmental offices and are reviewed by faculty members before recommending a student for Admission to Candidacy.

Study Abroad: Candidates for the M.A. are strongly encouraged to arrange a study abroad program of at least six-weeks duration during the course of their studies. The department will approve up to six (6) semester hours of graduate work completed in an approved study abroad program. Approval of programs and course work is done on an individual basis.

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

FOREIGN LANGUAGES AND LITERATURES (F L)

Senior/Graduate Courses

4550. Structure of Modern English for TESL/(3).F.On Demand.
This course will investigate the structure of the English language from the viewpoint of modern linguistics. Focus will be placed on the role of grammar in the second language classroom and methods of teaching grammar in a communicative context. Prerequisites: Two years of foreign language and FL 2050.

4551. Materials and Methods in TESL/(3).S.On Demand.
A survey of various methods and materials to teach English to speakers of other languages. Discussion will focus on factors affecting how curricula are developed to most effectively teach speaking, listening, reading, writing, and culture to ESL students. Central to this course will be: an emphasis on various methods used to teach ESL holistically and in the context of a particular content; assessment; materials and resources; and the growth and development of the field of ESL. Prerequisites: Two years of foreign language and FL 2050.

4555. Practicum in TESL/(3).S.On Demand.
This course provides future ESL teachers with experience teaching English to speakers of other languages in a supervised setting. As a part of this course, students complete a project/portfolio for use in future instruction. Prerequisites: Two years of foreign language and FL 2050, 3010, 3020, 4550. May be taken concurrently with FL 4551.

Graduate Courses

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

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

5600. Linguistics/(3).SS Only.
Study of sounds/intonation, word formation, syntax, semantics, pragmatics and their application to learning a second language. Different theoretical approaches will be explained. Students will apply linguistic concepts to problems in a variety of languages. The course will also demonstrate how linguistics analyzes dialects and resolves problems of language learning and teaching.

5601. Second Language Acquisition/(3).SS Only.
Study of the leading theories of language ac-

quisition (experiential, cognitive, linguistic-theoretical) and their application to second language pedagogy. The fundamental issues addressed in the course will be: a comparison of first and second language acquisition; the utilization of general problem-solving strategies in second language acquisition; and the ramifications of second language acquisition to classroom instruction.

FRENCH (FRE)

Senior/Graduate Courses

4555. 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.

4565. Advanced Writing in French/(3).F.On Demand.
A course aiming at improving the student's ability to write in French beyond grammatical correctness and towards idiomatic and stylistic proficiency. Prerequisite: Senior or graduate standing and FRE 3080, or consent of advisor.

Graduate Courses

5000. Research and Critical Theory/(3).SS Only.
Overview of source materials and advanced research methodologies in foreign languages. Study of the various critical movements and disciplinary approaches to language and literature. Practical application of methods for uncovering, evaluating, organizing, and reporting of source material. (Same as SNH 5000.)

5020. French Literature to 1500/(3).SS Only.
Study of the major writers of the medieval period and their contribution to the French literary tradition.

5021. French Poetry/(3).SS Only.
Analysis of French poetry, including study of verse forms, rhetorical devices, and historical context. Variable content may include poetry from the medieval through the modern period. Barring duplication, course may be repeated once. Specific readings will be indicated on course syllabus.

5022. French Romance and Novel/(3).SS Only.
Analysis of French romances and novels, including historical context, from the 12th through the 20th century. Barring duplication, course may be repeated once. Specific readings will be indicated on course syllabus.

5023. French Theatre/(3).SS Only.
Analysis of French theatre, including historical context. May include selected works from the following periods: medieval, classical, romantic, and existentialist as well as the work of contemporary playwrights. Barring duplication, course may be repeated once. Specific readings will be indicated on course syllabus.

5024. French Philosophical Literature/(3).SS Only.
Study of selected major philosophical writers from the Renaissance through the modern period. Selections may include such writers as Montaigne, Descartes, Pascal, Montesquieu, and Voltaire as well as contemporary works treating such philosophical currents as existentialism, Marxism, feminism. Barring duplication, course may be repeated once. Specific readings will be indicated on course syllabus.

5025. Topics of French Culture/(3).SS Only.
Study of French arts and literature in relation to historical, political, social, and cultural events and movements which have served to shape and define France throughout the centuries. Specific readings will be indicated on course syllabus. Content will vary. Barring duplication, course may be repeated once.

5026. Francophone Culture and Literature/(3).SS Only.
Study of the literatures and cultures of Francophone countries other than France. Special consideration will be given to themes and styles of representative works from Africa, (including Madagascar), Les Antilles, and Canada. Content may vary.

5500. Independent Study/(1-3).On Demand.

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

5999. Thesis/(3).On Demand.
Graded on S/U basis only.

SPANISH (SNH)

Senior/Graduate Courses

4555. History of the Spanish Language/(3).S.
Study of the evolution of Spanish from Latin to its present form; internal developments and external influences. Study of phonology, morphology and syntax of Old Spanish and reading of selected Old Spanish texts.

4565. Advanced Writing in Spanish/(3).F.On Demand.
A course aiming at improving the student's ability to write in Spanish beyond grammatical correctness and towards idiomatic and sylistic proficiency. Prerequisite: Senior or graduate standing and SNH 3080, or consent of advisor.

Graduate Courses

5000. Research and Critical Theory/(3).SS Only.
Overview of source materials and advanced research methodologies in foreign languages. Study of the various critical movements and disciplinary approaches to language and literature. Practical application of methods for uncovering, evaluating, organizing, and reporting of source material. (Same as FRE 5000.)

5020. Spanish Literature to 1500/(3).SS Only.
The evolution of Spanish literature from the epic to the romance and the novel within the context of high culture, popular culture and the rise of the bourgeoisie.

5021. Literature of the Golden Age/(3).SS Only.
A study of poetry, drama, and prose narratives during the rise and decline of Spain as a world power.

5022. Realism and Naturalism in Hispanic Fiction/(3).SS Only.
Readings of realist and naturalist narratives appearing in Spain and Latin America during the Industrial Revolution.

5023. Poetry in Spain and Latin America/(3).SS Only.
A study of the evolution of the poetry of Spain and Latin America from modernism, including the generation of '98 and Hispanic "Modernistas," until the late sixties and after. Barring duplication of content, course may be repeated once.

5024. 20th Century Plays in Spain and Latin America/(3).SS Only.
Study of modern and post modern theatre of Spain and Latin America as text, spectacle and ideology. Barring duplication of content, course may be repeated once.

5025. 20th Century Novels in Spanish/(3).SS Only.
Readings of selected works from Modernism to the present within the cultural and economic context of their formation and reception.

5026. History of Ideas in the Spanish-Speaking World/(3).SS Only.
An analysis of writing on political, religious, and social matters prior to the 20th century which has contributed either to the production and reception of particular cultural patterns, or to their interruption and termination. Content will alternate between Spain and Latin America. Barring duplication of content, course may be repeated once.

5027. The Media in Latin America and Spain/(3).SS Only.
Study of newspapers, magazines, music, TV programs, and film as products and producers of culture in Spain and Latin America.

5500. Independent Study/(1-3).On Demand.

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

5999. Thesis/(3).On Demand.
Graded on S/U basis only.

Department of Geography and Planning

Chairperson: Lineback
Graduate Faculty: Cooper, Gade, Lineback, Mayfield, Schroeder, Soule', Winsor, Young

The Department of Geography and Planning offers an academic Master of Arts degree in Geography. The graduate degree program in Geography is designed to provide students with a relatively broad range of academic and professional options. Academic foundations of the program include preparing students for 1) Ph.D. work in geography or planning and 2) professional opportunities in applied geography and planning.

MASTER OF ARTS IN GEOGRAPHY

Prerequisite: A baccalaureate degree from an accredited college or university.

Hours: 30 semester hours with thesis; **36** semester hours without thesis

Required Courses:

GHY	4800	Quantitative Methods	3
GHY	5000	Research Themes and Methods	3
GHY	5100	Special Topics in Physical Environmental Analysis	3
GHY	5110	Special Topics in Regional Analysis	3
GHY	5130	Special Topics in Cultural Environmental Analysis	3
		SUBTOTAL HOURS	**15**

Emphasis:
The student must also complete the requirements for one of the following emphases:

A. LIBERAL ARTS:

Additional Hours: Minimum of 15 semester hours as listed below:

GHY	5999	Thesis	4
Electives			11
		SUBTOTAL HOURS	**15**
		TOTAL HOURS	**30**

Thesis: Required

Language Proficiency:
The student must demonstrate either reading knowledge of a foreign language or three hours each of statistics and computer science and six hours of computer applications in geography, subject to approval by the Geography Graduate Advisory Committee.

Comprehensive: Required

B. APPLIED GEOGRAPHY:

Additional Hours: Minimum of 21 semester hours as listed below:

GHY	5400	Planning Process	3
Electives			9-12
* GHY	5900	Internship in Geography	6-9
		SUBTOTAL HOURS	**21**
		TOTAL HOURS	**36**

*Internship will not be initiated until student has been admitted to candidacy for the graduate degree. The student will complete a research project dealing with the internship experience and an oral defense of the project in lieu of a thesis.

Thesis: None Required

Language Proficiency:
The student must complete 3 hours each of statistics and computer science and 6 hours of computer applications in geography, subject to approval by the Geography Graduate Advisory Committee.

Comprehensive: Required

Graduate Minor in Geography
A graduate (M.A.) minor in Geography consists of 9-12 semester hours selected from the courses listed below:

GHY	5000	Research Themes and Methods	3
GHY	5100	Special Topics in Physical Environmental Analysis	3
GHY	5110	Special Topics in Regional Analysis	3
GHY	5130	Special Topics in Cultural Environmental Analysis	3
GHY	5400	Planning Process	3

NOTES:
The Department of Geography and Planning participates in a program leading to a Master of Arts degree in Social Science, Education with two concentrations: 1) Community College/Geography and 2) Secondary School (G Licensure)/ Geography. For detailed requirements, see the Social Science description.

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

GEOGRAPHY (GHY)

Senior/Graduate Courses

4620. Synoptic and Regional Climatology/(3).F.Alternate Years.
This course focuses on atmospheric controls and processes at the synoptic scale. Basic meteorological elements and concepts such as jet streams, long-range forecasting, cyclogenesis, and vorticity are discussed. Local and regional climatic patterns and anomalies are examined with respect to the dynamics of the large-scale circulation features of the atmosphere. Prerequisite: GHY 3100 or permission of instructor.

4800. Quantitative Methods/(3).F;S.
The study of the quantitative methodology relating to the analysis of relationships between people and their physical environment, their spatial consequences, and the resulting regional structures that have emerged on the earth's surface. Prerequisites: STT 2810 and senior status, or permission of instructor. (Same as PLN 4800.)

4810. Digital Image Processing/(3).F.
Course focuses on acquisition of digital images, image processing, image enhancement techniques for interpretation, and applications of remote sensing technology. Two hours lecture, two hours laboratory. Prerequisites: GHY 2812, GHY 3310, or permission of instructor.

4812. Geographic Information Systems/(3).F;S.
GIS is a wide ranging topic encompassing five distinct functions within a total system context. These functions are: 1) data input, 2) data

storage, 3) data management, 4) data manipulation and analysis, and 5) data output. Emphasis will be placed on the applications frequently found in geography and planning. This course is project oriented to give the student maximum experience in each of the functions of a GIS and to allow the student to associate the technical areas of GIS with "real world" scenarios. Two hours lecture, two hours laboratory. Prerequisite: GHY 3812 or equivalent experience required.

4820. Geographical Hydrology/(3).S.
The 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. Prerequisites: GHY 1010, GHY 3100, GHY 3110 or permission of instructor.

4830. Senior Seminar/(3).S.
A capstone experience in which student will prepare a research or project proposal leading to a finished product to be presented before peers and departmental faculty members. Majors of senior standing only. (Same as PLN 4830.)

4900. Internship in Geography and Planning/(3-12).F;S.
The internship emphasizes field work in the areas of locational analysis, environmental assessment and impact, and/or land use planning and is conducted jointly with an appropriate public or private agency. 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 S/U basis.

Graduate Courses

5000. Research Themes and Methods/(3).F.
Study of major ongoing and emerging foci in geography in the context of the scientific method; appropriate attention paid to field and literature search methodologies and the essentials of scientific report writing. Required within initial 12 hours of graduate study.

5100. Special Topics in Physical Environmental Analysis/(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.

5110. Special Topics in Regional Analysis/(3).S.
Analysis of regional theory and method. Various regions within North America and/or on the world scale will be chosen for examination. Barring duplication of content, a student may repeat this course for credit.

5130. Special Topics in Cultural Environmental Analysis/(3).S.
Spatial aspects of social processes and patterns, including: territoriality; micro, meso, and macrospace; perception of the natural and social environment; cognition; spatial interaction; communication/diffusion; migration; ethnic and racial minorities; urban residential patterns; and urban pathologies. Barring duplication of content, a student may repeat this course for credit.

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.

5400. Planning Process/(3).F.
The planning process is explored in detail by examining the roles and relationships of planning agencies/functions at the various levels of government and in the private sector. The functions and goals of planning are also approached from a topical point of view in order for the student to see how continuous planning enhances decision-making processes. Selected planning theories/techniques are reviewed and evaluated.

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

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

5850. Social Science Seminar/(3).On Demand.
A review and evaluation of the literature of the individual social science disciplines, as well as social science in general, emphasizing contemporary contexts, philosophical underpinnings, theoretical concerns, and methodological convergence. Prerequisite: twelve semester hours of graduate work. (Same as HIS/PS/SOC 5850).

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 S/U basis.

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

COMMUNITY AND REGIONAL PLANNING (PLN)

Senior/Graduate Courses

4700. Project Management/(3).S.
Simulated experiences involving complex procedures and methods pertinent to planning projects. The student will have opportunities to develop and utilize various project management skills and abilities, to include preparation of a community development proposal for external funding. Open to geography, planning, political science, real estate and leisure studies majors; others by permission of instructor. Two hours lecture; two hours laboratory.

4800. Quantitative Methods/(3).F;S.
The study of the quantitative methodology relating to the analysis of relationships between people and their physical environment, their spatial consequences, and the resulting regional structures that have emerged on the earth's surface. Prerequisites: STT 2810 and senior status, or permission of instructor. (Same as GHY 4800.)

4830. Senior Seminar/(3).S.
A capstone experience in which student will prepare a research or project proposal leading to a finished product to be presented before peers and departmental faculty members. Majors of senior standing only. (Same as GHY 4830.)

4900. Internship in Geography and Planning/(3-12).F;S.
The internship emphasizes field work in the area of locational analysis, environmental assessment and impact, and/or land use planning and is conducted jointly with an appropriate public or private agency. 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.

Graduate Courses

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

Department of Geology

Chairperson: Raymond
Graduate Faculty: Abbott, Callahan, Cowan, McKinney, Raymond, Webb

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

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

Senior/Graduate Courses

4501. Senior Research/(1).F.
Initiation of a laboratory or field research project under supervision of a geology faculty member. At least one semester prior to the start of the research project, the student must formally confer with a thesis advisor, submit and have approved a formal research proposal. Prerequisite: open only to senior geology majors with a minimum GPA of 3.25 in geology courses.

4510. Seniors Honors Thesis/(3).S.
Completion, under supervision of a geology faculty member, of the project begun in Geology 4501. An oral report on the project will be presented in the spring Geology Seminar. Minimum of 5 hours laboratory or field work per week. A written thesis will be presented to the department. A student who completes the thesis with a grade of B or better and who graduates with a GPA of 3.5 in geology courses will be graduated with "honors" in Geology; with a grade of A and a geology GPA of at least 3.7, the student will be graduated with "highest honors" in geology. Prerequisite: Geology 4501; senior geology majors with minimum of 3.25 GPA in geology courses.

4620. Hydrogeology/(4).S.Even-numbered years.
The occurrence of groundwater resources; factors governing groundwater movement through aquifers; and an analysis of techniques for measuring a water resource are the focus of this course. Groundwater contamination and remediation methods will be introduced. Prerequisites: at least junior standing and a minimum of six semester hours of geology courses above the 1000 level or permission of instructor. Lecture three hours, laboratory three hours.

4650. Economic Geology and Exploration Techniques/(4).S.Odd-numbered years.
Principles, processes, and distribution of major metallic and selected non-metallic mineral deposits with type illustrations; geochemical and geophysical exploration techniques as applied to mineral exploration stressed in laboratory. Prerequisites: GLY 2077, 3015, and 3260. Lecture three hours, laboratory three hours.

Graduate Courses

5500. Independent Study/(1-3).On Demand.

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

Gerontology

Director: W. Edward Folts

Two graduate programs in Gerontology are offered: (1) M.A. in Gerontology, with no concentration, and (2) M.A. in Gerontology with one of three possible concentrations: (a) Counseling, (b) Program Administration, (c) Lifespan Transitions.

The Gerontology program, housed in the Department of Sociology and Social Work, prepares persons to enter positions requiring knowledge, skill, and leadership potential in the field of aging. The program emphasizes knowledge about the psychological, sociological, and biological processes of normal aging as they impact the heterogeneous and rapidly growing population of older adults in the state and the nation. Theory and research in aging are emphasized, as is knowledge about, and understanding of the current policies being implemented through existing federal and state programs and services targeted to older adults.

Prerequisites: A baccalaureate degree from an accredited college or university is required. An admissions committee comprised of members representing participating disciplines will review the qualifications of each applicant who meets Graduate School admissions requirements. The committee will make an admissions recommendation to the Dean of the Graduate School. The bases of evaluation by the admissions committee will include performance in undergraduate study, GRE Test scores, references, and relevant work experience.

Some courses may require prerequisites, and it is the responsibility of the candidate to meet all prerequisites. The candidate's undergraduate program must have included a course in statistical methods and a course in research methods. Candidates who are deficient in these or any other undergraduate prerequisites must take the equivalent course(s).

NOTES:

An advisor will supervise each candidate's program of study and will recommend to the Dean of Graduate Studies and Research any exceptions and/or substitutions, if and when necessary, in a candidate's program of study.

Candidates for both degrees must demonstrate an understanding of research procedures and show proficiency in interpreting data in various formats through prescribed courses. Each student must complete the required course in research problems, and must either complete the independent research study course or write a thesis.

MASTER OF ARTS IN GERONTOLOGY

Hours: 30 semester hours with thesis; **36** semester hours without thesis

Required Courses:

BIO	4563	Biology of Aging	3
HPC	5680	Counseling the Aging	3
PSY	4562	Psychology of Aging	3
SOC	5110	Research Problems I (or an equivalent course in a cooperating discipline)	3
SOC	5400	Sociology of Adult Development and Aging	3
SOC	5410	Programs and Services for the Aged	3
—	5900	Field Experience/Internship - SOC 5900, or PS 5900, or HPC 5900	3
		SUBTOTAL HOURS	**21**

Electives:
Courses currently approved for electives include, but are not limited to, the following:

FCS	4551	Families in Later Life	3
FCS	5110	Practical Issues in Family Develepment	3
FCS	5210	Nutrition for the Elderly	3
FCS	5315	Housing for the Elderly	3
HCM	4560	Issues in Health Care Administration	3
HPC	4790	Group Methods and Processes	3
HPC	5220	Counseling Theory and Techniques	3
HPC	5850	Theory and Practice of Reality Therapy	3
L S	4560	Leisure and Aging	3
MGT	5010	Organizational Behavior	3
P S	4665	Public Management	3
P S	5180	Public Policy Analysis and Program Evaluation	3
P S	5360	Public Personnel Administration	3
P S	5500	Independent Study	1-3
P S	5530-5549	Selected Topics	1-4
S W	4555	Death, Dying and Living	3

Thesis Option:

—	5999	Thesis	3-6
Electives			3-6
		(chosen with advice and approval of the Program Director)	
		TOTAL HOURS	**30**

Non-thesis Option:

SOC	5990	Research Problems II (or an equivalent course in a cooperating discipline)	3
Electives			12
		(chosen with advice and approval of the Program Director)	
		TOTAL HOURS	**36**

Note: Courses meeting the requirements for Field Experience/Internship, Research problems, Thesis and Independent Research Study may be taken, where available, in any of the cooperating disciplines with the approval of the Program Director.

Language Proficiency: None required

Comprehensive: Each candidate must successfully complete a written comprehensive examination.

MASTER OF ARTS IN GERONTOLOGY

Concentrations: Counseling
Program Administration
Lifespan Transitions

Hours: **33** semester hours with thesis; **36** semester hours without thesis

Required Courses:

BIO	4563	Biology of Aging	3
HPC	5680	Counseling the Aging	3
PSY	4562	Psychology of Aging	3

SOC	5110	Research Problems I (or an equivalent course in a cooperating discipline)	3
SOC	5400	Sociology of Adult Development and Aging	3
SOC	5410	Programs and Services for the Aged	3
–	5900	Field Experience/Internship - SOC 5900, or P S 5900 or HPC 5900	3
		SUBTOTAL HOURS	**21**

Thesis Option:

–	5999	Thesis	3-6
Concentration hours (minimum)			9-12
(chosen from list below with advice and approval of the Program Director)			
		TOTAL HOURS	**33**

Non-thesis Option:

SOC	5990	Research Problems II (or an equivalent course in a cooperating discipline)	3
Concentration hours (minimum)			9-12
		(chosen from list below with advice and approval of the Program Director)	
Elective hours			0-3
		TOTAL HOURS	**36**

Note: Courses meeting the requirements for Field Experience/Internship, Research problems, Thesis and Independent Research Study may be taken, where available, in any of the cooperating disciplines with the approval of the Program Director.

Concentrations:
A concentration consists of a minimum of 9-12 semester hours, selected from the following:

a. Counseling:

HPC	4790	Group Methods and Processes	3
HPC	5220	Counseling Theory and Techniques	3
HPC	5850	Theory and Practice of Reality Therapy	3

b. Program Administration:

P S	4665	Public Management	3
P S	5180	Public Policy Analysis and Program Evaluation	3
P S	5360	Public Personnel Administration	3

c. Lifespan Transitions:

FCS	4551	Families in Later Life	3
FCS	5110	Practical Issues in Family Development	3
FCS	5210	Nutrition for the Elderly	3
FCS	5315	Housing for the Elderly	3

Other courses currently approved for concentrations include, but are not limited to, the following:

FCS	4551	Families in Later Life	3
FCS	5110	Practical Issues in Family Development	3
FCS	5210	Nutrition for the Elderly	3
FCS	5315	Housing for the Elderly	3
HCM	4560	Issues in Health Care Administration	3
HPC	4790	Group Methods and Processes	3
HPC	5220	Counseling Theory and Techniques	3
HPC	5850	Theory and Practice of Reality Therapy	3
L S	4560	Leisure and Aging	3
MGT	5010	Organizational Behavior	3
P S	4665	Public Management	3
P S	5180	Public Policy Analysis and Program Evaluation	3
P S	5360	Public Personnel Administration	3
P S	5500	Independent Study	1-3
P S	5530-5549	Selected Topics	1-4
S W	4555	Death, Dying and Living	3

Additional concentrations may be developed and added to the program.

Thesis: Optional

Language Proficiency: None required

Comprehensive: Each candidate must successfully complete a written comprehensive examination.

Department of Health, Leisure and Exercise Science

Chairperson: Christian
Graduate Faculty: Christian, Gaskill, Johnson, Moul, Nieman, O'Bryant, Siegenthaler, Stone, Turner, Utter, Williams, Wyatt

The Department of Health, Leisure and Exercise Science offers the following graduate degrees:
(1) Master of Arts in Health and Physical Education with a concentration in Master Teacher
(2) Master of Arts in Health and Physical Education (non-teaching) with a concentration in Sports Management
(3) Master of Science in Exercise Science

Additional information on any of these degrees can be obtained from the coordinator of Graduate Study.

MASTER OF ARTS IN HEALTH AND PHYSICAL EDUCATION

Concentration: Master Teacher

Prerequisites:
A baccalaureate degree from an accredited college or university; a North Carolina "A" teaching license in Physical Education or its equivalent from another state.

Hours: 36 semester hours

Required Courses:

E S/P E	5000	Introduction to Research Principles and Design	3
P E	5571	Seminar in Contemporary Issues	3
E S/P E	5592	Data Analysis in Sport and Exercise Science	3
P E	5660	Psychology of Motor Learning	2
P E	5673	Teaching Strategies in Physical Education	3
E S	5710	Biomechanics	3
		SUBTOTAL HOURS	**17**

Approved Electives:

Non-thesis Option	8
Thesis Option	4-8
SUBTOTAL HOURS	**4-8**

Professional Education Requirements:

C I	5060	Curriculum Planning	2
FDN	4560	Measurement and Assessment	2
FDN	5840	Social and Philosophical Foundations of Education	3
PSY	5555	Advanced Educational Psychology	2
OR			
PSY	5565	Adolescent Psychology	2
		SUBTOTAL HOURS	**9**

Thesis: Optional

Non-thesis Option:

E S/P E	5560	Research Project	2
OR			

Thesis Option:

E S/P E	5999	Thesis	2-6
		SUBTOTAL HOURS	**2-6**

Required Courses	17
Approved Elective Requirements	4-8
Professional Education Requirements	9
Thesis/Non-Thesis Requirements	2-6
TOTAL HOURS	**36**

Language Proficiency: None required

Comprehensive: Required

MASTER OF ARTS IN HEALTH AND PHYSICAL EDUCATION (NON-TEACHING)

Concentration: Sports Management

Prerequisite: A baccalaureate degree from an accredited college or university.

Hours: 36 semester hours

Required Courses:

E S/P E	5000	Introduction to Research Principles and Design	3
P E	5400	Sport Law	2
E S/P E	5592	Data Analysis in Sport and Exercise Science	3
P E	5600	Organization, Administration and Supervision of Physical Education and Athletics	3
P E	5670	Social and Psychological Dimensions of Sport	3
P E	5680	Planning and Developing Physical Education and Athletic Facilities	2
P E	5900	Internship	3-5
		SUBTOTAL HOURS	**19-21**

Approved Electives:

Non-thesis Option		4-6
Thesis Option		0-6
	SUBTOTAL HOURS	**0-6**

Additional Courses: (3 of the following)

ACC	5090	Accounting-Concepts and Applications	3
FIR	5005	Financial Concepts	3
MGT	5010	Organizational Behavior	3
MKT	5010	Marketing Management	3
		SUBTOTAL HOURS	**9**

Thesis: Optional

Non-thesis Option:

E S/P E	5560	Research Project	2

OR

Thesis Option:

P E	5999	Thesis	2-6
		SUBTOTAL HOURS	**2-6**

Required Courses	19-21
Approved Elective Requirements	0-6
Additional Course Requirements	9
Thesis/Non-Thesis Requirements	2-6
TOTAL HOURS	**36**

Language Proficiency: None required

Comprehensive: Required

MASTER OF SCIENCE DEGREE IN EXERCISE SCIENCE

Prerequisites: A baccalaureate degree from an accredited college or university.

The following courses or equivalents must be completed prior to formal admission into the program:

BIO	1101	Introduction to Life Science	4
BIO	1102	Introduction to Life Science	4
CHE	1101	Introductory Chemistry I	4
CHE	1102	Introductory Chemistry II	4
E S	2000	Human Anatomy and Physiology	5
E S	3550	Kinesiology	3
P E	2010	Physiology of Muscular Activity	3
STT	2810	Statistical Methods I	3

Hours: 36 semester hours

Required Courses:

E S	5000	Introduction to Research Principles and Design	3
E S	5591	Biomechanical and Physiological Laboratory Assessment	3
E S/P E	5592	Data Analysis in Sport and Exercise Science	3
E S	5621	Exercise Physiology I: Cardiopulmonary and Metabolic Aspects	3
E S	5622	Exercise Physiology II: Neuromuscular and Endocrinological Aspects	3
E S	5710	Biomechanics	3
		SUBTOTAL HOURS	**18**

Research Track:

BIO	5506	Advanced Animal Physiology	4
BIO	4568	Immunology (BIO 3306	4
CHE	4580	Biochemistry I (CHE 2201)	3
E S	5650	Theoretical and Practical Aspects of Sports Training	3
E S/P E	5900	Internship	3-5
E S/P E	5999	Thesis (required)	6
		SUBTOTAL HOURS	**18-20**

OR

Clinical/Applied Track:

E S	5630	Multi-Intervention Approach to Adult Fitness	3
E S	5640	Rehabilitation of the Coronary Patient	3
E S	5650	Theoretical and Practical Aspects of Sports Training	3

E S/P E 5560	Research Project	2
OR		
E S/P E 5999	Thesis	6
E S/P E 5900	Internship	3-5
	SUBTOTAL HOURS	**18-21**
	TOTAL HOURS	**36**

Thesis: Required for research track; optional for clinical/applied track

Language Proficiency: None required

Comprehensive: Required

NOTES:

CSCS or HFI certification recommended

The total requirement for the Master of Science degree in Exercise Science is 36 hours minimum regardless of the track option selected but may be more depending upon elective hours.

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

HEALTH PROMOTION (H P)

Senior/Graduate Courses

4900. Internship/(3-12).F;S.
Students are placed in a variety of health related agencies such as health departments, community action agencies, community mental health centers, educational institutions, wellness programs, hospitals, industrial/ business settings, etc. for part or all of a semester or summer, under the direction of the health internship coordinator. The student surveys agency functions, completes a project and writes a final paper under the supervision of a health educator or health related person. Prerequisite: senior standing. Graded on an S/ U basis.

PHYSICAL EDUCATION (P E)

Senior/Graduate Courses

4580. Workshop/(2).On Demand.

Graduate Courses

5000. Introduction to Research Principles and Design/(3).F.
The application of research principles to the management/administration of sport and exercise, the physiological responses associated with exercise, and the biomechanical assessment of movement and sport skills. Emphasis shall be placed on appropriate application of research design and the utilization of scientific writing skills culminating in the development of a research prospectus. (Same as ES 5000.)

5400. Sport Law/(2).S.
A comprehensive study of the legal aspects of physical education and sport. The emphasis will center on amateur sport, but occasionally litigation involving commercial or professional sport will be included.

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

5530-5549. Selected Topics/(1-4).On Demand.
Courses may include topics such as: Adult Fitness and Cardiac Rehabilitation; Perceptual Motor Development; Motor Development; Physical Education for the handicapped; Motor Assessment and Interpretation.

5560. Research Project/(2).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 thesis style project and will present the findings to peers in a colloquial situation.

5571. Seminar in Contemporary Issues/(3).S.
A course to allow students to study the broad scope of contemporary issues impacting the health and physical education programs.

5592. Data Analysis in Sport and Exercise Science/(3).S.
Methods of acquisition, analysis and interpretation of data most often encountered in sport and exercise science will be included. Emphasis will be placed on descriptive methods, statistical methods and computer applications. (Same as ES 5592.)

5600. Organization, Administration and Supervision of Physical Education and Athletics/(3).F.
Analysis of problems, theory and practices of physical education and athletic programs in schools and colleges. Includes the study of administrative process, liability, public relations, office management, legalities, personnel management, travel, schedules, budgets and equipment.

5640. Advanced Studies in Adapted Physical Education/(3).F.On Demand.
This course is designed to explore the psychomotor implications and characteristics of several disability areas including mental retardation, emotional disturbance, learning disabilities, orthopedic handicaps and other related disorders.

5641. Psychomotor Assessment and Interpretation/(3).S.On Demand.
This course is designed to develop in students those competencies necessary to determine the current level of psychomotor functioning in the handicapped. Formal and informal assessments will focus on the areas of motor development, physical fitness, perceptual-motor development, fundamental movement patterns, and leisure needs. Students will demonstrate proficiency by testing children and adults, and analyzing and prescribing programs.

5650. Theoretical Concepts in Elementary Physical Education/(2).On Demand.
An interdisciplinary approach concerned with theory, curriculum, practice and current developments in elementary school physical education. Movement exploration, lead up and skill development concepts, problems and teaching trends are included.

5660. Psychology of Motor Learning/(2).S.
Theory and problems concerned with learning concepts, practice, motivation, methodology, transfer and distribution as applied to motor performance.

5670. Social and Psychological Dimensions of Sport/(3).F.
Current psychological and sociological theory and findings relative to movement including group interaction, perception, maturation, culture, feminism, racial backgrounds, and economic status.

5673. Teaching Strategies in Physical Education/(3).F;S.
This course is designed to examine in-depth the teaching-learning processes in physical education and to examine the growth of research on teachers and teaching in physical education.

5680. Planning and Developing Physical Education and Athletic Facilities/(2).S.
The planning, construction, budgeting, and maintenance of indoor and outdoor facilities for athletics, physical education and recreation.

5900. Internship/(3-12).F;S.
Graded on S/U basis.

5999. Thesis/(2-6).F;S.
Graded on S/U basis.

LEISURE STUDIES (L S)

Senior/Graduate Courses

4560. Leisure and Aging/(3).S.
This course focuses on the leisure needs and characteristics of the senior citizen. Programs and resources designed to service the leisure needs of this population will be examined. Focus will be on program planning and development to meet problems inherent in leisure delivery systems for seniors.

4561. Leisure Service Promotions/(3).F.
Development of the ability to promote and coordinate private and commercial recreation programs, services, resources and activities. Development of the specialized promotions knowledge and skills necessary for managing

leisure service businesses. Covers working with print and electronic media. Special emphasis on promotions analysis and services promotion. Prerequisites: LS 2130 and 2310 or permission of instructor.

4600. Ski Area Management Seminar/(3).F.
This course focuses on the planning and management of alpine ski areas. Frequent field trips to ski areas will be required. Prerequisite: beginning skiing or equivalent.

4900. Internship II/(1-12).F;S.
A guided, practical, direct leadership experience at a supervisory level with an appropriate organization. A minimum of eight hours internship credit is required of majors. For a summer internship, not less than six hours credit will be approved for registration. Graded on S/U basis. Prerequisites: LS 2110, 2310, 2410, 3110, and 3315, or by approval of the instructor.

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

EXERCISE SCIENCE (E S)

Senior/Graduate Courses

5000. Introduction to Research Principles and Design/(3).F.
The application of research principles to the management/administration of sport and exercise, the physiological responses associated with exercise, and the biomechanical assessment of movement and sport skills. Emphasis shall be placed on the appropriate application of research design and the utilization of scientific writing skills culminating in the development of a research prospectus. (Same as PE 5000.)

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.

5560. Research Project/(2).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 thesis style project and will present the findings to peers in a colloquial situation.

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.

5592. Data Analysis in Sport and Exercise Science/(3).S.
Methods of acquisition, analysis and interpretation of data most often encountered in sport and exercise science will be included. Emphasis will be placed on descriptive methods, statistical methods and computer applications. (Same as PE 5592.)

5621. Exercise Physiology I: Cardiopulmonary and Metabolic Aspects/(3).F.
A study of bioenergetics and an in-depth analysis of the respiratory and cardiovasular responses to acute exercise as well as an examination of the adaptations observed in these systems as a result of physical training, rehabilitation, or disease. Prerequisite: PE 2010 or equivalent.

5622. Exercise Physiology II: Neuromuscular and Endocrinological Aspects/(3).S.
A study of the effects of exercise and training on the neuromuscular and endocrine systems. Examination of potential ergogenic aids on these systems. Prerequisties: PE 2010 and ES 5621.

5630. Multi-Intervention Approach to Adult Fitness/(3).F.
Adult fitness looks at the proper techniques/knowledges for screening, testing, and prescribing exercise for apparently healthly and higher risk adults. Further emphasis will be placed on lifestyle interventions in the areas of nutrition, stress management, smoking cessation, work related problems, alcholism, family interactions and other health promotion issues as they pertain to an increased risk for heart disease, cancer, and other chronic diseases.

5640. Rehabilitation of the Coronary Patient/(3).F.
Rehabilitation of the coronary patient will include the "initiation" of coronary heart disease through diagnosis and treatment (medical/surgical) to cardiac rehab programs to the implementation of lifestyle changes to retard or reverse the progression of the disease. Administrative aspects of implementing and conducting cardiac rehab programs will be included with the cooperation of the Watauga Cardiac Rehab Program. Prequisite: ES 5630 or permission of the instructor.

5650. Theoretical and Practical Aspects of Sports Training/(3).F.
Includes brief overview of various biochemical and physiological systems. Provides a comprehensive comparative overview of the biochemical and physiological responses and adaptations of resistive training and aerobic exercise and training. Provides comprehensive study of training theory and methodologies with emphasis on enhancement of maximum strength, power, and high intensity exercise endurance. Prerequisite: PE 2010.

5710. Biomechanics/(3).F.
This represents an advanced graduate course in the science of human motion with emphasis on theory and application of quantitative analysis techniques. Skills will be developed in both kinetic and kinematic sampling/recording/interpretation procedures. Prerequisite: graduate preparation in analysis of human motion.

5900. Internship/(3-12).F;S.
Graded on S/U basis.

5999. Thesis/(2-6).F;S.
Graded on S/U basis.

Department of History

Chairperson: Wade (Interim)
Graduate Faculty: Antone, Bond, Bortz, Brantz, Currie, Getz, Goff, Hanft, Haunton, Jessee, Johansen, Keefe, Kinsey, Martin, Moore, Pabis, Petschauer, Saunders, Silver, Simon, Specht, Wade, Watkins, White, Williams, Winders

The graduate program in history is designed to provide students with a broad range of academic and professional opportunities. The Department of History offers the following advanced degrees:

(1) Master of Arts in History, requiring a thesis
(2) Master of Arts in History, Education with two concentrations:
    (a) Community, Junior or Technical College Teaching
    (b) Secondary School Teaching
(3) Master of Arts in Public History

In programs two and three, the thesis is optional. Advanced work is also available in most fields of European and American History, selected areas in Asian, African, Latin American studies, and in Applied/Public History. Admission to one of these programs is contingent upon the completion of an appropriate undergraduate degree, the filing of an application with the Graduate School, and the submission of acceptable scores on the Graduate Record Examination. After the completion of one semester of successful graduate course work, students may be considered for admission to candidacy.

Graduate programs in history are supervised by the department chairperson and the department graduate committee.

MASTER OF ARTS IN HISTORY

Prerequisite: A baccalaureate degree from an accredited college or university.

Hours: 30 semester hours

Required Courses:

HIS	5000	Bibliography and Research	3

A minimum of 9 hours must be chosen from the following 3 courses:

HIS	5106	Studies in European History	2-9
AND/OR			
HIS	5206	Studies in American History	2-9
AND/OR			
HIS	5208	Seminar in Appalachian History	3
HIS	5999	Thesis	4
History Electives			1-8
		SUBTOTAL HOURS	**17-24**

Remaining hours		6-13

(Will be chosen with the advice and approval of the graduate advisor)

TOTAL HOURS **30**

Thesis: Required

Language Proficiency: Students must demonstrate a reading knowledge of a foreign language, or competence in statistics and computer science as a research tool, subject to departmental approval.

Comprehensive: An oral comprehensive examination is required during the final semester of coursework.

MASTER OF ARTS IN HISTORY, EDUCATION

Concentration: Community, Junior and Technical College Teaching

Prerequisite: A baccalaureate degree from an accredited college or university.

Hours: 30 semester hours with thesis; **36** semester hours without thesis

Required Courses:

HIS	5000	Bibliography and Research	3

A minimum of 9 hours must be chosen from the following 3 courses:

HIS	5106	Studies in European History	2-9
AND/OR			
HIS	5206	Studies in American History	2-9
AND/OR			
HIS	5208	Seminar in Appalachian History	3
HIS	5204	Interpreting American History	3
OR			
HIS	5450	History and Social Studies Education	3
HIS	5500	Independent Study	1-3
OR			
HIS	5999	Thesis	4
		SUBTOTAL HOURS	**19 or 16-18**

Electives:

Thesis option		5
OR		
Non-thesis option		12-14
	SUBTOTAL HOURS	**5 or 12-14**

Professional Education Requirements:

LHE	5420	Community, Junior, and Technical Colleges	3
LHE	5440	Instruction in Postsecondary Institutions	3
OR			
LHE	5451	Teaching Practicum in Higher Education	3
		SUBTOTAL HOURS	**6**
		TOTAL HOURS	**30 or 36**

Thesis: Optional

Language Proficiency: None required

Comprehensive: An oral comprehensive examination is required during the final semester of coursework.

MASTER OF ARTS IN HISTORY, EDUCATION

Concentration: Secondary School Teaching

Prerequisite: A baccalaureate degree from an accredited college or university; a North Carolina "A" license or its equivalent from another state.

Hours: 30 semester hours with thesis; **36** semester hours without thesis

Required Courses:

HIS	5000	Bibliography and Research	3

A minimum of 9 hours must be chosen from the following 2 courses:

HIS	5106	Studies in European History	2-9
AND/OR			
HIS	5206	Studies in American History	2-9
HIS	5204	Interpreting American History	3
OR			
HIS	5450	History and Social Studies Education	3
HIS	5500	Independent Study	1-3
OR			
HIS	5999	Thesis	4
		SUBTOTAL HOURS	**19 or 16-18**

Electives:

Thesis option		0-2
OR		
Non-thesis option		7-11
	SUBTOTAL HOURS	**0-2 or 7-11**

Professional Education Requirements:

C I	5060	Curriculum Planning	2-3
FDN	4560	Measurement and Assessment	2
FDN	5840	Social and Philosophical Foundations of Education	3
PSY	5565	Adolescent Psychology	2-3
		SUBTOTAL HOURS	**9-11**
		TOTAL HOURS	**30 or 36**

Thesis: Optional

Language Proficiency: None required

Comprehensive: An oral comprehensive examination is required during the final semester of coursework.

MASTER OF ARTS IN PUBLIC HISTORY:

Prerequisite: A baccalaureate degree from an accredited college or university.

Hours: 36 semester hours, including an internship or a master's thesis

Required Courses:

HIS	5000	Bibliography and Research	3

A minimum of 9 hours must be chosen from the following 3 courses:

HIS	5106	Studies in European History	2-9
AND/OR			
HIS	5204	Interpreting American History	3
AND/OR			
HIS	5206	Studies in American History	2-9

A minimum of 6 hours must be chosen from the following 2 courses:

HIS	5002	Seminar in Public History	3-6
AND/OR			
HIS	5004	Seminar in Policy History	3-6

HIS	5900	Internship: Experiential Learning in Public History	3-12
OR			
HIS	5999	Thesis	4
		SUBTOTAL HOURS	**22 or 21-30**

Electives (in history or a related discipline):

Thesis option	14
OR	
Non-thesis option	6-15
SUBTOTAL HOURS	**14 or 6-15**
TOTAL HOURS	**36**

Thesis: Optional

Language Proficiency: None required

Comprehensive: A written and oral comprehensive examination is required during the final semester of coursework.

Graduate Minor in History

A graduate (M.A.) minor in history consists of 8-12 semester hours selected from history offerings numbered 4500 and above.

NOTES:

The Department of History also participates in a program leading to the Master of Arts degree in Social Science, Education with two concentrations: (1) Community College/ History and (2) Secondary School (G Licensure)/ History. For detailed requirements, see the Social Science description.

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

HISTORY (HIS)

Senior/Graduate Courses

4510. Senior Honors Thesis/(1-4).F,S. Independent study and research for an honors thesis; directed by a member of the history department. Prerequisite: completion of an approved honors sequence, including HIS 3510. Enrollment by qualified applicants only.

4550. Tsarist Russia/(3).F. This course is a survey that stretches from the Kievan Rus to the Revolution of 1917; the

emphasis is on the period since the establishment of Muscovy. Major topics under consideration are leadership and succession, outside influences, efforts at reform, (especially in the 18th and 19th centuries), agriculture, religion, and the arts. Within these topics, the role of key figures such as Ivan the Terrible, Peter I, Catherine II, Alexander I, and Alexander II are highlighted.

4552. The Soviet Union and Russia/(3).S.
This broad survey begins with the antecedents to the 1917 Revolution, takes up the principal phases of Soviet History, including the Civil War, the beginning of Stalin's dictatorship, World War II, the post-war readjustment, the Kruschev era, Brezhnev, and Gorbachev's perestroika. It concludes with the collapse of the Soviet Union and the establishment of independent republics, principally Russia. The discussion highlights issues of leadership, terror, centrifugal forces, planning, agriculture, warfare, minorities, democratization, literature, and the arts.

4564. History of Canada/(3).S.
A survey of Canadian history since 1760 which stresses understanding of a unique Canadian identity by emphasizing Canada's evolution into an independent state, its bi-cultural and bi-lingual nature, its federal-provincial structure, its relationship to the United States and the British Empire Commonwealth, its role in the modern era of superpowers, and selected aspects of its cultural and economic development. May be counted as American history. Alternate years with HIS 4566.

4566. History of Mexico/(3).S.
Traces the evolution of Mexican society from pre-Columbian times to the present. Topics include the Maya and Aztec civilizations; the Spanish colonial heritage; the nation's struggle for independence; the tumultuous Mexican Revolution; and problems of economic development in the twentieth century. Alternate years with HIS 4564.

4575. Introduction to Public History/(3).F.
An introduction to the skills and techniques employed by historians and other professionals in historical agencies, museums, restoration, policy research, archives, cultural resources management, and the National Park Service. Topics include historical archeology, family and community history, oral history, material culture, architecture, preservation techniques, site interpretation and administration, and historic district planning and management. Required hands-on public history fieldwork. Additional reading and writing requirements for graduate students.

4660. Topics in Public and Applied History/(3).F;S.On Demand.
Variable content. A systematic examination of a field in public and applied history such as museum studies, archival management, historic preservation, or the history of architecture. Barring duplication of content, a student may repeat the course.

4900. Internship: Experiential Learning in Public and Applied History/(3-12).F;S.
An on-the-job work experience individually tailored to the student's career orientation. Students may be required to reside off-campus for periods of from six weeks to a full semester. Graded on S/U basis.

Graduate Courses

5000. Bibliography and Research/(3).F.
Instruction in the types of source material available to the advanced researcher in history, methods used in locating and evaluating the sources, and techniques for communicating the results of research. Required in the first semester of all beginning graduate students.

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.

5004. Seminar in Policy History/(3).On Demand.
This course is designed to provide an historical overview of the development of private and public policy. The course will apply the historical perspective to a selected aspect of policy formulation and its development over time.

5104. Philosophy of History/(2).S.
Seminar on the major philosophical issues that challenge the historian, including the questions of meaning and value in history; the ideas of progress and causation; and the logic of historical inquiry and proof.

5106. Studies in European History/(2-9).F;S.
Variable content. Barring duplication, a student concentrating in European history may repeat the course and must earn a total of nine semester hours. Topics will be indicated on individual study forms or semester schedules.

5204. Interpreting American History/(3).SS.
A course designed to provide students with a broad overview of United States history through a study of conflicting interpretations of the great issues.

5206. Studies in American History/(2-9).F;S.
Variable content. Barring duplication, a student concentrating in American history may repeat the course and must earn a total of nine semester hours. Topics will be indicated on individual study forms or semester schedules.

5208. Seminar in Appalachian History/(3).F.
A seminar exploring topics designed to define the history of Appalachia. Participants will develop research projects based upon the use and interpretation of original source materials. A variety of inquiry models will be employed, including traditional approaches as well as those employed in the new social history.

5306. Studies in Latin American History/(3).On Demand.
Investigation of selected topics in the history of Latin America. Emphasis on individual research using a combination of secondary and primary sources. Special focus on Mexico and the Southern Cone of South America, U.S.-Latin American relations, and on issues relating to development and underdevelopment in the region. Barring duplication, a student may repeat the course.

5406. Studies in Asian History/(3).F.
Investigation of selected topics in the history of Asia-primarily China-in the twentieth century through reading, analysis, reflection, and seminar discussions.

5450. History and Social Studies Education/(3).S.
A flexible program of reading, study, planning, and writing designed to meet the needs of individual teachers or groups of teachers in the fields of secondary school and/or junior college history and social studies. Special attention is given to recent developments in teaching strategies and classroom techniques, and to the availability of new materials. The structure of the history and social studies disciplines are examined in relation to each other and to other academic disciplines.

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

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

5850. Social Science Seminar/(3).On Demand.
A review and evaluation of the literature of the individual social science disciplines, as well as social science in general, emphasizing contemporary contexts, philosophical underpinnings, theoretical concerns, and methodological convergence. Prerequisite: twelve semester hours of graduate work. (Same as GHY/PS/SOC 5850).

5900. Internship: Experiential Learning in Public History/(3-12).S.
An on-the-job work experience individually tailored to the students' career orientation. Students may be required to reside off-campus for periods of from six weeks to a full semester. Graded on S/U basis.

5999. Thesis/(4).F;S.
Graded on S/U basis only.

APPALACHIAN STUDIES (A S)

Graduate Courses

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.

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.

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. (Same as SOC 5300.)

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

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

5900. Internship/(4).F;S.
Graded on S/U basis.

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

Department of Human Development and Psychological Counseling

Chairperson: Baruth
Graduate Faculty: Alschuler, Atkins, Badders, Baruth, Blimling, Brinko, Greene, Hubbard, Miller, Mulgrew, Sack, Spann, Winek

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

The department offers the following degree programs:

(1) Master of Arts in Community Counseling, with four concentrations:
  (a) Addictions Counseling
  (b) Counseling the Aging
  (c) Employee Assistance Program
  (d) Marriage and Family Counseling
(2) Master of Arts in Community Counseling, with no concentrations
(3) Master of Arts in Counseling & Guidance (School Counseling), with two concentrations:
  (a) Elementary/Middle School License
  (b) Secondary School Licensure
(4) Master of Arts in Counseling & Guidance (School Counseling), with no concentrations
(5) Master of Arts in Marriage and Family Therapy
(6) Master of Arts in Student Development, with two concentrations:
  (a) College Counseling
  (b) Student Affairs Practice
(7) Master of Arts in Student Development, General, with no concentrations

Programs leading to a Master of Arts degree are described as follows:

1. The Community Counseling program is designed to prepare counselors and other "helping" professionals to work in a wide variety of human service agencies (including mental health centers, social service agencies, business and industry employee assistance programs, etc.). Program concentrations include Addictions Counseling, Counseling the Aging, Employee Assistance Program and Marriage and Family Counseling.
2. The School Counseling program (Counseling & Guidance/School Counseling, K-12) is designed to meet North Carolina licensure requirements and to prepare counselors for elementary, middle, and secondary schools. (Prerequisite: a North Carolina "A" teaching license, its equivalent, or a supervised public school internship.)
3. The Marriage & Family Therapy program is designed to prepare counselors to work specifically with families in a wide variety of work settings. The program meets the educational requirements for clinical membership in the American Association for Marriage and Family Therapy (AAMFT).
4. The Student Development program is designed to prepare counselors or other student development specialists (e.g., directors, coordinators of career planning placement, co-curricular activities, financial aid, residence life, etc.) in a college or other post secondary educational setting. Program concentrations are college counseling and student affairs practice.

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

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

A student proposing to major in any of the degree programs or to seek licensure through the department must be fully admitted as degree seeking. Only in exceptional circumstances would an applicant receive permission from the HPC department chair to take graduate level courses.

Students must also complete a departmental questionnaire as part of the application process.

Accreditation:
All master's degree programs in Community Counseling, School Counseling, and Student Development (College Counseling concentration) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Postsecondary Accreditation (COPA). Graduates are immediately eligible to take the examination of the National Board for Certified Counselors, Inc. to become National Certified Counselors. The program in Student Development (Student Affairs Practice concentration) is designed to meet the curriculum guidelines of the Council for the Advancement of Standards (CAS) for Graduate Preparation Programs in College Student Affairs. The School Counseling program is also accredited/approved by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction. The Marriage and Family Therapy program has candidacy status with the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT).

MASTER OF ARTS PROGRAM REQUIREMENTS/OPTIONS

The basic requirements for each program are listed below. In addition to the curriculum listed under each program, these nine items apply to the Community Counseling, Marriage and Family Therapy, School Counseling, and Student Development programs.

1. Students who have not had a previous course in statistics must take FDN 5000 before enrolling in HPC 5140.
2. A first master's degree in Community Counseling (non-thesis option) requires completion of a minimum of 60 semester hours of approved courses.

   A first master's degree in Marriage and Family Therapy, School Counseling, and Student Development (non-thesis option) requires completion of a minimum of 48 semester hours of approved courses.
3. A thesis option requires a minimum of 38 semester hours of approved course work plus thesis hours (4 s.h.) = 42 s.h. total except the Community Counseling program which requires a minimum of 50 s.h. of approved course work plus thesis hours (4 s.h.) = 54 s.h. total.

4. A second master's degree requires meeting all program course requirements with a minimum of 36 semester hours.
5. Students in CACREP approved programs in the department must meet for a minimum of 10 clock hours in a planned group activity intended to provide direct experiences as a participant in a small group. This requirement is met during HPC 4790 and/or HPC 6720.
6. On an individual basis, students may be required to receive professional counseling to aid them in their personal growth.
7. The *Handbook of Policies and Procedures* available in the HPC office provides information on liability insurance, academic appeals, retention policy, personal endorsement policy, admissions policies, and placement services.
8. Permission forms to take practica and internships are available in the HPC office and must be completed prior to registration.
9. Applicants for Programs in Marriage and Family Therapy or School Counseling are required to take the Graduate Record Exam (GRE) and have an interview which can be conducted by telephone if the applicant cannot visit campus. Programs in Community Counseling and Student Development prefer the Graduate Record Exam (GRE) but will consider scores on the Miller Analogies Test (MAT).

MASTER OF ARTS IN COMMUNITY COUNSELING

Concentrations: Addictions Counseling
Counseling the Aging
Employee Assistance Program
Marriage and Family Counseling

Students majoring in the Community Counseling program leading to a Master of Arts degree will take the courses listed below. This program is designed to meet the need for advanced preparation of counselors and other "helping" professionals who work in a wide variety of human service agencies (including mental health centers, social service agencies, business and industry employee assistance programs 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.

Prerequisite: A baccalaureate degree from an accredited college or university.

Hours: 54 semester hours with thesis; **60** semester hours without thesis

Required Courses:

FDN	5000	Research in Education	3
HPC	5110	Multicultural Counseling	3
HPC	5120	Introduction to Community Counseling	3
HPC	5140	Psychological and Educational Testing (Prerequisite: FDN 5000 or previous course in statistics)	3
HPC	5210	Life/Career Planning: Information & Skills	3
HPC	5220	Counseling Theory and Techniques	3
HPC	5750	Legal and Ethical Issues in Counseling and Student Development	3
HPC	5900	Practicum in Counseling (Prerequisites: HPC 5120, 5220, and approval of department chairperson)	3

HPC	6450	Seminar in Community Counseling (Prerequisite: HPC 5120)	3
HPC	6720	Group Counseling/Therapy (Prerequisite: HPC 4790 or equivalent).	3
HPC	6900	Internship in Community Counseling (Prerequisites: HPC 5120, 5220, 5900 and approval of department chairperson)	6
PSY	5552	Advanced Abnormal Psychology	3
		SUBTOTAL HOURS	**39**

Concentration and Guided Electives 21

Thesis: Optional. A thesis option requires a minimum of 50 semester hours of approved coursework plus thesis hours (4 s.h.) = 54 total hours.

TOTAL HOURS ..... 54 or 60

Language Proficiency: None required

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

CONCENTRATIONS:
(Each student will select one. The required internship listed above will be designed to meet objectives within each concentration.)

(1) **Addictions Counseling**** (9 semester hours)
Required Concentration Courses:

HPC/SOC	4570	The Addictive Process	3
HPC	5570	Counseling the Addicted Person (Prerequisite: HPC 4570)	3

One of the following:

HPC	5274	Substance Abuse in Family Systems	3
HPC	5710	Helping the Troubled Employee	3
HPC	6570	The Appalachian Addictions Institute	3

****Note:** The North Carolina Substance Abuse Professional Certification Board exempts graduates with an addictions counseling concentration (who take 4 addictions courses plus internship) from 18 months of the 36 months experience requirement.

(2) **Counseling the Aging** (9 semester hours)
Required Concentration Courses:
Courses will be selected with the advice and approval of the graduate advisor.

(3) **Employee Assistance Program** (9 semester hours)
Required Concentration Courses:
Courses will be selected with the advice and approval of the graduate advisor.

(4) **Marriage and Family Counseling*** (9 semester hours)
Required Concentration Courses:

HPC	5270	Theories of Marriage and Family Counseling I	3

Two of the following:

HPC	5271	Theories of Marriage and Family Counseling II	3
HPC	5272	Family Development and Therapy	3

HPC	5273	Mediation and Divorce Therapy	3
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	6710	Human Sexuality	3
HPC	6730	Sexual Abuse Counseling	3

***Note:** The Marriage and Family Counseling concentration is not designed to meet requirements of the American Association for Marriage and Family Therapy (AAMFT). The program designed to meet requirements of AAMFT is described elsewhere in this section.

Elective Courses: Students may take other graduate courses as electives provided that (a) they have taken any necessary prerequisite for the course, and (b) the course is consistent with the student's interests and career goals and is approved by his/her advisor. The following suggested electives are seen as being particularly relevant for a "typical" student.

HPC	4800	Basic Dream Interpretation	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	6160	Gestalt Therapy	3
HPC	6350	Body/Mind	3
HPC	6360	Therapy and the Expressive Arts	3
PSY	5560	Child Psychology	3
PSY	5565	Adolescent Psychology	3

NOTES AND REMINDERS:

1. An individualized emphasis may be designed around a student's specific interest but must include HPC 6900 Internship in Community Counseling and be approved by his/her advisor.
2. An undergraduate course in group methods and processes is a prerequisite to the community counseling program. Students who are deficient in this area should take HPC 4790 during their first semester. These hours will not count toward the graduate degree requirements.
3. It is the student's responsibility to develop a written plan of study with his/her advisor prior to the close of the first semester. In planning this program, students should take the required courses (excluding Internship) prior to taking the comprehensive exam.
4. 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.
5. Students should preregister to insure their places in the courses they select.
6. National Accreditation: This program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and, thus, graduates are immediately eligible to take the examination to become a National Certified Counselor (NCC). Graduates of this program with appropriate experience will be eligible to take an examination given by the National Academy of Clinical Mental Health Counselors. Successful completion of the examination will qualify the individual to become a Certified Clinical Mental Health Counselor.

MASTER OF ARTS IN COMMUNITY COUNSELING

A student may complete a Master of Arts program in Community Counseling which has no specific concentration, meeting the other program requirements.

Prerequisite: A baccalaureate degree from an accredited college or university.

Hours: **54** semester hours with thesis; **60** semester hours without thesis

Required Courses:

FDN	5000	Research in Education	3
HPC	5110	Multicultural Counseling	3
HPC	5120	Introduction to Community Counseling	3
HPC	5140	Psychological and Educational Testing (Prerequisite: FDN 5000 or previous course in statistics)	3
HPC	5210	Life/Career Planning: Information & Skills	3
HPC	5220	Counseling Theory and Techniques	3
HPC	5750	Legal and Ethical Issues in Counseling and Student Development	3
HPC	5900	Practicum in Counseling (Prerequisites: HPC 5120, 5220 and approval of department chairperson)	3
HPC	6450	Seminar in Community Counseling (Prerequisite: HPC 5120)	3
HPC	6720	Group Counseling/Therapy (Prerequisite: HPC 4790 or equivalent)	3
HPC	6900	Internship in Community Counseling (Prerequisites: HPC 5120, 5220, 5900 and approval of department chairperson)	6
PSY	5552	Advanced Abnormal Psychology	3
		SUBTOTAL HOURS	**39**

Guided Electives **21**

Thesis: Optional. A thesis option requires a minimum of 50 semester hours of approved coursework plus thesis hours (4 s.h.) = 54 total hours.

TOTAL HOURS ..... **54 or 60**

Language Proficiency: None required

Comprehensive: Required

MASTER OF ARTS IN COUNSELING & GUIDANCE (SCHOOL COUNSELING)

Concentrations: Elementary/Middle School License
Secondary School Licensure

Students majoring in the Counseling and Guidance (School Counseling) program leading to a Master of Arts degree and North Carolina licensure as a school counselor will take the courses listed below. Although North Carolina licensure is for K-12, each student should choose and follow either the Elementary/Middle School License concentration or the Secondary School Licensure concentration in choosing electives. Other elective courses will be chosen in cooperation with the departmental advisor. Each student must see his/her advisor prior to registering.

Prerequisites: A baccalaureate degree from an accredited college or university; a North Carolina "A" license, its equivalent from another state or a supervised public school internship that can be completed concurrently while working on the Master's degree.

Hours: 42 semester hours with thesis; **48** semester hours without thesis

Required Courses:

FDN	5000	Research in Education	3
HPC	4790	Group Methods and Processes	3
HPC	5140	Psychological and Educational Testing (Prerequisite: FDN 5000 or previous course in statistics)	3
HPC	5210	Life/Career Planning: Information and Skills	3
HPC	5220	Counseling Theory and Techniques	3
HPC	5310	Theory and Practice of Guidance and Counseling	3
HPC	5750	Legal and Ethical Issues in Counseling and Student Development	3
HPC	5900	Practicum in Counseling (Prerequisites: HPC 5220 and approval of department chairperson)	3
HPC	6450	Seminar in School Counseling	3
HPC	6620	School-Based Consultation	3
HPC	6900	Internship in School Counseling (Prerequisites: HPC 5220, 5900 (Practicum in Counseling), and approval of department chairperson)	6
		SUBTOTAL HOURS	**36**

Societal Forces and Cultural Change Area:

Sociology Course or Elective 3

(If student does not have an undergraduate major or minor in sociology, political science, economics, or anthropology, a three semester hour sociology course must be taken. If this major/minor requirement is met, three semester hours of electives will be selected by the student in cooperation with the advisor).

Concentration/Guided Electives: 9
(must be approved by the advisor in advance)

Thesis: Optional. A thesis option requires a minimum of 38 semester hours of approved coursework plus thesis hours (4 s.h.) = 42 total hours.

TOTAL HOURS ..... 42 or 48

Language Proficiency: None required

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

NOTES:

1. Completion of the above program leads to "G" licensure in North Carolina on the condition that minimum test requirements are met.
2. Endorsement for school counseling licensure from Appalachian requires that applicants complete a master's degree program in school counseling. Applicants with a

master's degree in fields other than counselor education must complete a second master's degree after following the regular admissions process through the Graduate School. Graduates from another HPC Master's Degree program will be considered on an individual basis.

3. Internship: The internship (HPC 6900) is designed to be a full-time experience engaging in all of the activities of a counselor in a public school. These placements are arranged through consultation with the student's advisor. Part-time students already employed as school counselors may, with permission, complete their internship within the context of their job setting.
4. National Accreditation: This program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and, thus, graduates are immediately eligible to take the examination to become a National Certified Counselor (NCC).
5. In both required courses and guided electives, students are required to become familiar with the special needs and problems of the exceptional child and with methods of assisting youth with special needs.
6. Students must achieve an acceptable score as required by the North Carolina Department of Public Instruction on the School Guidance and Counseling Specialty Area Test of the Praxis II (NTE) to receive endorsement for licensure.

MASTER OF ARTS IN COUNSELING & GUIDANCE (SCHOOL COUNSELING)

A student may complete a Master of Arts program in Counseling & Guidance (School Counseling) which has no specific concentration, meeting the other program requirements.

Prerequisite: A baccalaureate degree from an accredited college or university; a North Carolina "A" license or its equivalent from another state, or a supervised public school internship.

Hours: 42 semester hours with thesis; **48** semester hours without thesis

Required Courses: Courses are selected with the advice and approval of the graduate advisor.

Thesis: Optional. A thesis option requires a minimum of 38 semester hours of approved coursework plus the hours (4 s.h.) = 42 total hours.

Language Proficiency: None required

Comprehensive: Required

MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY

Students majoring in the Marriage and Family Therapy program leading to a Master of Arts degree will take the courses listed below. This program is designed to meet the need for advanced preparation of counselors who work with families in a wide variety of work settings.

Prerequisite: A baccalaureate degree from an accredited college or university.

Hours: 42 semester hours with thesis; **48** semester hours without thesis

Required Courses:

1. **Theoretical Foundations of Marital and Family Therapy:**

HPC	5270	Theories of Marriage and Family Counseling I	3
		SUBTOTAL HOURS	**3**

2. Assessment and Treatment in Marital and Family Therapy:

HPC	5271	Theories of Marriage and Family Counseling II	3
HPC	6270	Marriage and Family Counseling: Clinical Issues	3
HPC	6280	Assessment and Diagnosis in Marriage and Family Therapy	3

One of these 4 courses:

HPC	5273	Mediation & Divorce Therapy	3
HPC	5274	Substance Abuse in Family Systems	3
HPC	5275	Systemic Family Therapy Institute	3
HPC	6730	Sexual Abuse Counseling	3
		SUBTOTAL HOURS	**12**

3. Human Development and Family Studies:

HPC	5272	Family Development and Therapy	3
HPC	6710	Human Sexuality	3

One of these 5 courses:

FCS	5100	Application and Theories of Child Development	3
HPC	5680	Counseling the Aging	3
HPC	6290	Child and Adolescent Therapy	3
SOC	4800	Sociology of the Family	3
SOC	5400	Sociology of Adult Development and Aging	3

One of these 3 courses:

HPC	5110	Multicultural Counseling	3
HPC	5130	Women's Issues in Counseling	3
SOC	4560	Race and Minority Relations	3
		SUBTOTAL HOURS	**12**

4. Ethics and Professional Studies:

HPC	5750	Legal and Ethical Issues in Counseling and Student Development	3
		SUBTOTAL HOURS	**3**

5. Research:

FDN	5000	Research in Education	3
		SUBTOTAL HOURS	**3**

6. Supervised Clinical Practice:

* HPC	6900	Internship in Marriage and Family Therapy (3+3+3	9
		SUBTOTAL HOURS	**9**

7. Electives (2 courses from the following or others approved by the student's advisor):

HPC	5210	LIfe/Career Planning: Information and Skills	3
HPC	5220	Counseling Theory and Techniques	3
HPC	5850	Theory & Practice of Reality Therapy	3
HPC	6160	Gestalt Therapy	3
HPC	6162	Systemic Gestalt Therapy	3
HPC	6570	The Appalachian Addictions Institute	3
HPC	6720	Group Counseling/Therapy	3
PSY	5552	Advanced Abnormal Psychology	3
		SUBTOTAL HOURS	**6**

Thesis: Optional. A thesis option requires a minimum of 38 semester hours of approved coursework plus thesis hours (4 s.h.) = 42 total hours.

TOTAL HOURS ..... 42 or 48

*Instructors for HPC 6900 are AAMFT approved Supervisors or approved Supervisors in Training. The three internship semesters will cover the whole calendar year including summer.

Language Proficiency: None required

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

National Accreditation:
This program has candidacy status with the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT). The candidacy period is effective from September 30, 1994 through September 30, 1999.

MASTER OF ARTS IN STUDENT DEVELOPMENT

Concentrations: College Counseling
Student Affairs Practice

Students majoring in Student Development leading to a Master of Arts degree will take the courses listed below. This program is for those who are or wish to become counselors or other student development specialists (directors, coordinators of career planning placement, co-curricular activities, financial aid, residence life, etc.) in a college or other post-secondary educational setting. Program concentrations are College Counseling and Student Affairs Practice. In addition to the core and required concentration courses, students will select, in cooperation with and approved by the student's advisor and program committee, from a variety of elective courses which will help meet their individual career objectives. Each student should see his/her advisor prior to registering. All electives must be approved by each student's program committee.

Prerequisite: A baccalaureate degree from an accredited college or university.

Hours: 42 semester hours with thesis; **48** semester hours without thesis

Required Courses:

FDN	5000	Research in Education	3
HPC	5210	Life Career Planning: Information & Skills	3
HPC	5380	College Students and Their Environments	3
HPC	5410	Introduction to Student Affairs	3
HPC	5750	Legal and Ethical Issues in Counseling and Student Development	3
HPC	5820	Student Development Theories	3
		SUBTOTAL HOURS	**18**

Concentration and Internship 15-18
Prerequisites for the internship are the designated courses listed under each concentration and approval of the department chairperson.

Guided Electives 12-15

Students may take other approved graduate level courses from a wide range of courses in this or other departments as electives provided that they have taken any necessary prerequisite and the course is consistent with the students' interests and career goals and approved by their advisor.

Thesis: Optional. A thesis option requires a minimum of 38 semester hours of approved coursework plus thesis hours (4 s.h.) = 42 total hours.

TOTAL HOURS ..... 42 or 48

Language Proficiency: None required

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

CONCENTRATIONS:

Each student is to select a concentration (College Counseling or Student Affairs Practice) and take the listed courses. Additional courses may be required by the student's program committee as part of or in addition to the listed requirements and electives. The required internship (HPC 6900) will be designed to meet objectives within the chosen concentration. Practicum/ Internship request forms are available in the HPC office and must be completed and approved prior to registration.

(A) College Counseling

HPC	5140	Psychological and Educational Testing	3
		(Prerequisite: FDN 5000 or previous course in statistics)	
HPC	5220	Counseling Theory and Techniques	3
HPC	5900	Practicum in Counseling	3
		(Prerequisite: HPC 5220 and approval of department chair)	
HPC	6720	Group Counseling/Therapy	3
		(Prerequisite: HPC 4790 or previous course in groups)	
HPC	6900	Internship in Student Development (College Counseling)	6
		(Prerequisites: HPC 5410 and HPC 5900)	
Guided Electives			12

(Students must take PSY 5552, Advanced Abnormal Psychology, or a related course approved by their advisor as one of the guided electives.)

(B) Student Affairs Practice

HPC	5190	Helping Skills in Student Affairs Practice	3
HPC	6330	Assessment and Program Evaluation in Student Affairs	3
HPC	6410	Student Development Administration	3
		(Prerequisite: HPC 5410, Student Development Functions)	
HPC	6900	Internship in Student Personnel	6
		(Prerequisites: HPC 5410 and HPC 5900)	
Guided Electives			15

(Students with no previous student affairs experience must take HPC 5900, Practicum in Student Development, as a guided elective.)

NOTES:
National Accreditation: The program in Student Development (College Counseling concentration) is accredited by the Council for the Accreditation of Counseling and Related Programs (CACREP) and, thus, graduates are immediately eligible to take the examination to become a National Certified Counselor (NCC). The program in Student Development (Student Affairs Practice concentration) is designed to meet the curriculum guidelines of the Council for the Advancement of Standards (CAS) for Graduate Preparation Programs in College Student Affairs.

MASTER OF ARTS IN STUDENT DEVELOPMENT, GENERAL

A student may complete a Master of Arts program in Student Development, General which has no specific concentration, by meeting the other program requirements.

Prerequisite: A baccalaureate degree from an accredited college or university.

Hours: **42** semester hours with thesis; **48** semester hours without thesis

Required Courses: Courses are selected with the advice and approval of the graduate advisor.

Thesis: Optional. A thesis option requires a minimum of 38 semester hours of approved coursework plus thesis hours (4 s.h.) = 42 total hours.

Language Proficiency: None required

Comprehensive: Required

For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

Senior/Graduate Courses

4570. 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.

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

4790. Group Methods and Processes/(3).F;S.
A study of group dynamics, experimentation in groups, leadership roles, and applicability to other settings.

4800. Basic Dream Interpretation/(3).On Demand.
A review of C. G. Jung's life and the development of Analytical Psychology. This review includes the beginning and expansion of his analytical approach to dream analysis. Special attention will be given to the structure of dreams, dream images and how dreams relate to the life of the dreamer. Students will begin to explore their dreams via the analytical method.

4840. 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, such as Carkhuff/Gazda scales, Parent Effectiveness Training, Teacher Effectiveness Training, Transactional Analysis, values clarification, psychodramatic techniques, etc. Emphasis will be given to applying constructive methods of human relations in a variety of settings including business, schools, and social service agencies.

4850. Advanced Dream Interpretation/(3).On Demand.
An advanced structural study of individual and collective dreams based on the works of C. G. Jung. Special attention will be given to the concepts of ego, persona, shadow, animus/anima, self components, psychological types, complexes, symbols, archetypes, fairy tales, and alchemy. Prerequisite: HPC 4800 or permission of instructor.

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

Graduate Courses

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

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

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

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

5140. Psychological and Educational Testing/(3).F;S.
A study of representative psychological and educational tests/inventories including the rationale which underlies testing. Prerequisite: FDN 5000 or previous course in statistics.

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

5210. Life/Career Planning: Information and Skills/(3).F;S.
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.

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.

5270. Theories of Marriage and Family Counseling I/(3).F.
A study of the basic theoretical approaches to marriage and family counseling including psychodynamic systems, behavioral, and eclectic approaches.

5271. Theories of Marriage and Family Counseling II/(3).S.
A study of a selected number of theories concerning marriage and family counseling. Class will involve role play, group discussion,

and demonstration of family therapy. Prerequisite: HPC 5270.

5272. Family Development and Therapy/(3).S. (Even-numbered years).
An introduction to a variety of systemic theories of family. Emphasis will be given to clinical issues of family development as they pertain to family therapy.

5273. Mediation and Divorce Therapy/(3).F.(Odd-numbered years).
Recognizing divorce as a frequent phenomenon in families, this course is designed to study the history, effects, and regrowth 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.

5274. Substance Abuse in Family Systems/(3).S.
An examination of the range of substance abuse issues impacting the family system. Topics will include etiology of substance abuse and addiction within the family, impact upon members of the system and its dynamics, intervention and treatment approaches, and long-term recovery issues. Special attention will be given to the topics of co-dependency and core issues of adult children of dysfunctional families. Prerequisites: HPC 5270, SOC/HPC 4570, or permission of the instructor.

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

5310. Theory and Practice of Guidance and Counseling/(3).F.(Even-numbered years).
A study of public school counseling and guidance programs, including appropriate counselor role; methods of providing services; and current issues including developmental, sociological, gender, and related factors.

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.

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.

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.

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

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.

5570. Counseling the Addicted Person/(3).F.
An in-depth study of the various intervention and therapeutic models utilized with addicted clients, including individual, group, and family counseling approaches. Unique aspects, demands, and imperatives of the addiction vis-a-vis the helping relationship are discussed. Prerequisite: HPC 4570.

5680. Counseling the Aging/(3).F.(Odd-numbered years).
This course is designed to aid graduate students interested in gerontology to understand and appreciate aging as a lifelong process. Emphasis is also given to various effects of aging-physiological, psychological, financial, etc. Counseling strategies and understanding family dynamics pertaining to aging will also be studied.

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

5750. Legal and Ethical Issues in Counseling and Student Development/(3).F;S.
A study of current legal and ethical issues confronting the counselor, teacher, administrator, and other student development specialists. Topics include tort liability, confidentiality, privacy, libel and slander, due process, and other important concepts and actions resulting in legal and ethical questions.

5820. Student Development Theories/(3).S.
To develop an understanding of human development, this course presents theories of learning, psychosocial, moral, and cognitive development, and related theories concerning the growth and development of college students.

5850. Theory and Practice of Reality Therapy/(3).S.(Even-numbered years).
A basic course introducing the theory and practice of Reality Therapy in a variety of therapeutic settings. Emphasis will be placed on the principles and implications of control theory, including the fundamentals of the practice of Reality Therapy, and its relationship to the cycle of counseling.

5900. Practicum/(1-9).F;S.
Practica are available in the areas given below according to the chosen curriculum and are graded on the S/U basis only. Some practicums may be repeated for additional credit when there is space and upon approval of advisor and department chairperson.

Practicum in Counseling/(3).F;S.
An in-depth study of the counseling and therapeutic process and the nature of the counseling relationship. These factors will be examined in relationship to the application of basic theoretical principles. Prerequisites: HPC 5220, specific program requirements, and prior approval of department chairperson.

Practicum in Student Development/(3).F;S.
An opportunity for on-the-job observation and limited practice in at least two student development functions/offices either on the ASU campus or in another area post-secondary institution. Open only to student development majors. Prior approval of department chairperson.

Practicum in Group Leadership/(3).On Demand.
Supervised practice in group leadership. Prerequisites: HPC 4790, 6720, and prior approval of department chairperson.

5999. Thesis/(1-4).F;S.
Graded on S/U basis.

6160. Gestalt Therapy/(3).S.(Odd-numbered years).
An examination of the Gestalt therapy model. The course combines experiential and conceptual approaches. Emphasis is placed on developing personal and unique styles of interventions within the framework of Gestalt Therapy.

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.

6270. Marriage and Family Counseling: Clinical Issues/(3).F.(Odd-numbered years).
An examination of basic issues and special problems in the therapeutic intervention in families. Prerequisite: HPC 5270.

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.

6290. Child and Adolescent Therapy/(3).S.(Even-numbered years.)
The application of child development and counseling theories to the practice of counseling children and adolescents. Focus will be on clinical practice, diagnostic skills, play and art therapy, family systems interventions, parent training programs, and behavioral interventions.

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.

6350. Body/Mind/(3).F.(Odd-numbered years).
A study of the interrelationship of physical and mental functioning as it pertains to counseling, including the mind/body problem as a systematic issue in psychology, exploration of the current resurgence of interest in mind/body functioning relative to total well-being, and an overview of current uses of mind/body experiences as therapeutic techniques.

6360. Therapy and the Expressive Arts/(3).S.(Odd-numbered years).
An examination of the relationship between artistic expression and individual mental health. Theories and techniques of various arts therapies will be studied relative to diagnosis and treatment as well as to personality integration and personal growth.

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.

6450. Seminar/(3).
A seminar on the identification and analysis of current issues/trends in the counseling and student development field organized and offered by program tracks within the Department of Human Development and Psychological Counseling as listed below. Available primarily for ASU counselor education degree candidates.

Seminar in Community Counseling/(3).S.
An examination of current issues and trends in agency counseling, focusing specifically on the areas of: (1) psychosocial assessment; (2) prevention/education/intervention techniques with certain target populations; and (3) legal/ethical, administration, and supervision issues in agencies. Prerequisite: HPC 5120.

Seminar in School Counseling/(3).F.(Odd-numbered years).
A seminar on the identification and analysis of current issues and trends in school counseling with special attention given to the changing needs of pupils at various developmental levels and with changing social, multicultural, and environmental circumstance. Students may choose elementary, middle, or secondary emphasis.

6500. Independent Study/(1-4).On Demand.

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

6570. The Appalachian Addictions Institute/(3-9).SS.
Variable content. Barring duplication, a student may repeat the course and earn up to a total of nine semester hours. This annual summer institute is designed to provide graduate students and working professionals with an opportunity for in-depth exploration of cutting-edge, clinical issues and topics within the addictions field. This course will be graded on an S/U basis.

6620. School-Based Consultation/(3).S (Odd-numbered years).
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.

6710. Human Sexuality/(3).F.(Even-numbered years).
Classical and contemporary theories of sexual identity and behavior, family planning, reproduction, emotionality, intimacy, and values are studied. Special attention is given to the work of Kinsey, Hooker, and Masters and Johnson, and most recent researchers. Attention is given to futurity, especially as it pertains to current practices and values regarding family planning, general health, sexuality and one's self-esteem. Counseling strategies will be considered pertaining to many currently reported sexual dysfunctions such as impotence, premature ejaculation and lack of sexual response.

6720. Group Counseling/Therapy/(3).F;S.
Theory and practice of group counseling/therapy, including group process, leadership style, and outcome. Prerequisite: HPC 4790 or equivalent.

6730. Sexual Abuse Counseling/(3).F.
An in-depth examination of the subject of sexual abuse counseling. The course provides an overview of the issues involved in sexual abuse and relates these to the assessment and treatment processes used by counselors and other helping professionals.

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 S/U basis only.

6900. Advanced Internship/Practicum(1-9).
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. Graded on S/U basis only. Prerequisite: Prior approval of department chairperson.

Internship in School Counseling/(6).F;S.
Practice in the application of skills used in counseling elementary/middle/secondary school youth. Setting to be decided upon in consultation with internship supervisor. A minimum of 600 clock hours of work (full-time) as a counselor in the school will be required. Graded on S/U basis only. Prerequisites: HPC 5220, 5310 or 6450, 5900, and permission of department chairperson.

Internship in Community Counseling/(6).F;S.
On-the-job experience will be emphasized through placement of students in appropriate human service agencies. Includes practice in the counseling and other helping skills used in various agencies. Available primarily for Community Counseling majors. Graded on S/U basis only. Prerequisites: HPC 5120, 5220, 5900 (Practicum in Counseling), and prior approval of department chairperson.

Internship in Student Development/(1-6).F;S.
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 student development majors. Graded on S/U basis only. Prerequisite: HPC 5410, 5900 (Practicum in Student Development) and/or 5900 (Practicum in College Counseling), and prior approval of department chairperson.

Internship in Marriage and Family Therapy/(1-9).F;S.
Supervised practice in the application of skills used in counseling couples and families. Open only to marriage and family therapy majors. Prior approval of department chairperson.

Department of Information Technology and Operations Management

Chairperson: Hailey
Graduate Faculty: Burwell, Crandall, Dave, Harris, McCracken, Perry, Roy

The Walker College of Business, through the Department of Information Technology and Operations Management, offers course work which forms a part of the MBA program (see MBA program description, pages 102-105). Prerequisite to graduate study is admission to the MBA program or permission of the Assistant Dean for Graduate Studies and External Programs in the Walker College of Business.

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

COMPUTER INFORMATION SYSTEMS (CIS)

Senior/Graduate Courses

4510. Senior Honors Thesis/(3).On Demand. Independent study and research project directed by departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the senior year as a final requirement for graduation with honors in business and includes a formal presentation to the college faculty.

4530-4549. Selected Topics/(1-4).On Demand.

4580. 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 and make an oral presentation of their network. Prerequisite: CIS 3850.

4590. CICS/COBOL Applications Programming/(3).On Demand.
This course will develop the technical and theoretical skills needed to design and code interactive (on-line) computer information systems using CICS/COBOL Command Level programs. Students will be taught how to code maps (screen formats) using BMS (Basic Mapping Support) and how to code structured CICS/COBOL programs using CICS Command Level commands. Prerequisite: CIS 3690.

4690. Database Processing/(3).F;S.
This course introduces the student to the properties, logic, design, implementation, and accessing of business databases as contrasted to conventional data file creation and maintenance techniques. Particular emphasis is placed upon the relational approach to database management and processing, which focuses more on the logical nature of a database than its physical characteristics. Relational database programming assignments are drawn from the fields of business and government. Prerequisite: CIS 3850.

4790. Current Topics in Information Systems/(3). On Demand.
Advanced topics in the field of information systems will be studied. These topics may include but are not limited to advanced topics in data communications and networking, distributed processing systems, 4th generation languages, CASE tools, DSS and expert systems, and/or managing information technology. Prerequisites: CIS 3670 and 3850.

4810. Seminar/(3).On Demand.

4850. Advanced Systems Design/(3).On Demand.
A continuation of CIS 3850. Emphasis will be placed on systems design and implementation of information systems. Projects, including software development, will be assigned for different types of organizations (public and private sector). Prerequisites: CIS 3850, 3670 and 4690 (may be taken concurrently).

Graduate Courses

5010. Microcomputer Concepts and Applications/(3).On Demand.
This course surveys microcomputer hardware and software with emphasis on the relationship of microcomputers in an organizational role. Methodologies of evaluating hardware and software to fulfill organizational needs will be examined. Practicums utilizing available software packages and hardware will be developed. Prerequisite: Admission to a COB Graduate Program or permission of the Assistant Dean for Graduate Studies and External Programs, Walker College of Business.

5180. 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: graduate standing.

5181. Decision Support and Expert Systems/(3).On Demand.
An analysis of the highest level of information support systems which serve the manager/users, the information structure levels needed to implement such systems, and methods of designing, developing, and implementing support systems. Prerequisite: Admission to the MBA Program or by permission of the Assistant Dean for Graduate Studies and External Programs, Walker College of Business; CIS 5010.

5200. Information Systems for Planning and Control/(3).F;S.
Design of systems to produce information for planning and control. Survey of approaches and techniques employed at the strategic, managerial, and operational levels. Special consideration of budgeting and control methods. Impact of planning and control information on human behavior. Prerequisite: graduate standing.

5300. Information Resource Management/(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. Prerequisites: Admission to the MBA Program or by permission of the Assistant Dean for Graduate Studies and External Programs, Walker College of Business.

5350. Advanced Database Concepts/(3).On Demand.
Investigation and application of advanced database concepts including Database Administration, database technology and selection and acquisition of database management systems. In-depth practicum in data modeling and system development in a database environment will be emphasized utilizing both mainframe and micros. Prerequisite: CIS 4790 or equivalent.

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

5530-5549. Selected Topics/(1-4).F;S.

5550. Management Information Systems/(3).On Demand.
A study of methods and procedures of computerized data processing and how they should be used to create viable management information systems. Includes administrative uses and limitations of electronic computers in an information system. 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 or by permission of the Assistant Dean for Graduate Studies and External Programs, Walker College of Business.

PRODUCTION/OPERATIONS MANAGEMENT (POM)

Senior/Graduate Courses

4510. Senior Honors Thesis/(3).On Demand. Independent study and research project directed by departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the senior year as a final requirement for graduation with honors in business and includes a formal presentation to the college faculty.

4530-4549. Selected Topics/(1-4).On Demand.

4564. Total Quality Management/(3).S. Total Quality Management is an integrative management concept for continuously improving the total quality of goods and services through the participation of all levels and functions of the organization. TQM incorporates several dimensions: the design of products/services to meet customers' needs, control of processes to ensure their ability to meet design requirements, and continued enhancement of quality. The course will cover topics such as quality systems, the management system for quality, quality of conformance, human resource management for quality, statistical quality control, quality assurance, measurements, and reliability. Prerequisite: POM 3650 or admission to MBA program.

4651. Planning and Control Systems/(3).F;S. This course focuses on the production planning and control process. The primary emphases include: intermediate range scheduling such as aggregate planning and master scheduling; short range production scheduling such as job shop scheduling; capacity planning; material planning and control using material requirements planning; and project scheduling wtih resource constraints. The problem solving approach will be utilized to provide students with the requisite skills to function in an industrial environment. Prerequisite: POM 3650.

4740. Applications for Forecasting Techniques/ (3).On Demand. The study of the behavior of time series (data collected over a period of time) in order to explain past and forecast future events and conditions in business and economics. Major emphasis will be placed on the understanding and application, rather than the theoretical and computational aspects, of the statistical techniques. This will be accomplished through heavy usage of canned computer programs (same as ECO 4740). Prerequisite: ECO 2200 or permission of the instructor.

4750. Management Science/(3).F. An examination of the quantitative techniques applicable in decision-making activities in the organization seeking optimum solutions in the prototype problem areas (allocation of resources, inventory, routing, sequencing, queuing, etc.) Topical areas such as mathematical programming (linear, quadratic, integer), inventory models, queuing theory (both finite and infinite systems) will be covered. Prerequisite: POM 3650.

4760. Service Operations Management/(3).F. This course is designed to focus on those characteristics of services that are common to all service industries. Major topics include the service economy, service strategy, service quality and productivity, service location, demand management in services, and labor management. Customer service is emphasized throughout the course. Case studies, research projects, and formal presentations are utilized in the course. Prerequisite: POM 3650 or admission to the M.B.A. program.

4810. Seminar/(3).On Demand.

4850. Materials Management Systems/(3).F. This course focuses on material needs determination and the study of traditional theories and techniques of inventory control. Current inventory methodologies such as kanban systems, just-in-time, and theory of constraints concepts are studied. A broad range of materials management issues are covered. Case studies, projects, and formal presentations are among the tools used for instructional purposes. Prerequisite: POM 3650.

4880. Operations Analysis and Design/(3).S. This course provides students with the methods for analyzing and designing operations systems. Covered are such topics as assembly line balancing, facilities layout, inventory management, forecasting, production

scheduling, statistical process control, and capacity planning. "What if" analysis will be performed on these problems using computer routines and packages such as @Risk, STORM, and Excel. Case studies and real-world problems will be analyzed to develop students' critical thinking skills. Oral and written presentations will be required. Prerequisites: POM 4651 and POM 4850, or admission to the M.B.A. program and POM 5100.

Graduate Courses

5100. Production/Operations Management/(3).S.
A survey of quantitative methods in management with emphasis upon production and operations management problems and techniques. Analysis of production/operations functions, using cases and computer applications. Includes: forecasting, allocation, inventory control, decision theory, mathematical modeling, scheduling, quality control and other topics. Prerequisite: Admission to a College of Business Graduate Program or permission of the Assistant Dean for Graduate Studies and External Programs, Walker College of Business.

5260. Management Science/(3).F.
Introduction of important models from operations research and management science. Incorporates theory and application of decision analysis, linear and integer programming, the transportation and assignment models, networks, queuing theory, simulation and other topics. Prerequisite: Admis-sion to the MBA Program or permission of the Assistant Dean for Graduate Studies and External Programs, Walker College of Business.

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

5530-5549. Selected Topics/(1-4).F;S.

Department of Language, Reading, and Exceptionalities

Chairperson: Harris
Graduate Faculty: Clark, Coleman, Culatta, Duke, C.W. Green, C.R. Green, Harris, Jones, Kortering, Lieberman, Losardo, Mamlin, Marlowe, Moorman, Morris, Murphy, Naylor, Nowacek, Schlagal, Smith, Timbers, Tompkins, Trathen, Ulmer

The Department of Language, Reading, and Exceptionalities includes professionals in Communication Disorders, Reading/Language Arts, and Special Education. This enables the department to provide innovative programs focusing, in a transdisciplinary fashion, on all facets of language, reading, and specific areas of exceptionality. All students pursuing programs in the Department of Language, Reading, and Exceptionalities must satisfy the College of Education's and the Graduate School's requirements pertaining to admission, advisement, proficiencies, and licensure.

The following degree programs are offered by this department:
(1) Master of Arts in Communication Disorders, a non-teaching program
(2) Master of Arts in Communication Disorders (K-12), leading to "G" licensure
(3) Master of Arts in Reading Education, General with two concentrations:
    (a) Adult Literacy
    (b) Classroom/Clinical
(4) Master of Arts in Special Education: Cross Categorical
(5) Master of Arts in Special Education: Teaching Parent Specialty

The Department in conjunction with the Department of Curriculum and Instruction also offers correlated minors for the Ed.D. in Educational Leadership as follows:
(a) Curriculum and Instruction for General and Special Education/ Curriculum & Instruction
(b) Curriculum and Instruction for General and Special Education/ Special Education
(c) Curriculum and Instruction for General and Special Education/ Reading

MASTER OF ARTS IN COMMUNICATION DISORDERS
AND
MASTER OF ARTS IN COMMUNICATION DISORDERS (K-12)
The Department of Language, Reading and Exceptionalities offers two program options in Communication Disorders to persons who are interested in working with children and adults who have communication disorders. Both options are designed to provide students with the academic and clinical practicum experiences necessary for certification by the American Speech-Language-Hearing Association and licensure by the State of North Carolina.

Prerequisites: A baccalaureate degree from an accredited college or univer-sity is required. The traditional Master's program, option one, requires five semesters to complete for students with undergraduate degrees in Speech-Language Pathology or Audiology. For students entering the program with undergraduate degrees in other fields, an additional two semesters will be necessary to complete the undergraduate prerequisites before enrolling for graduate coursework.

Under the second option, a student with an undergraduate degree in Speech-Language Pathology or Audiology can complete all academic and clinical requirements by attending five consecutive summer sessions. This option is designed for persons who are employed but want to upgrade their skills.

Students planning to obtain the Master of Arts in Communication Disorders (K-12) must complete State Department of Public Instruction requirements for the "G" (Graduate) level license in Speech-Language Impaired. Prior to the first registration for graduate courses, an individualized program of study must be approved by the student's advisor.

Admission to the Communication Disorders Program will be on a competitive basis. Students who wish to be admitted to this program must submit evidence of satisfactory performance in all undergraduate coursework and on either the GRE or the MAT. To be given full consideration, applications for Summer and Fall admission must be submitted by February 1; and, applications for Spring admission must be submitted by October 1.

MASTER OF ARTS IN COMMUNICATION DISORDERS

Hours: 57 semester hours with thesis; **60** semester hours without thesis

Required Courses:

C D	5564	Clinical Practicum II	6
C D	5565	Clinical Practicum III	6
C D	5663	Disorders of Fluency	3
C D	5666	Voice Disorders	3
C D	5669	Phonologic Disorders	3
C D	5672	Management of Children and Adults with Severe Communication Disorders	3
C D	5673	Neurogenic Speech Disorders	3
C D	5674	Adult Language Disorders	3
C D	5675	Language Disorders in Preschool Children	3
C D	5676	Language Disorders in School-Aged Children and Adolescents	3
C D	5682	Communication Disorders in Diverse Populations	3
C D	5900	Internship	12
FDN	5000	Research in Education	3
		SUBTOTAL HOURS	**54**

Guided Electives 6

(Selected with approval of major advisor in communication disorders or related areas such as counseling, early childhood education, psychology, reading and special education)

OR

Thesis: Optional

C D	5999	Thesis	3
		TOTAL HOURS	**57 or 60**

Language Proficiency: None required

Comprehensive: PRAXIS II (NTE) in Speech Language Pathology and Audiology serves as the comprehensive examination.

MASTER OF ARTS IN COMMUNICATION DISORDERS (K-12)

Hours: 57 semester hours with thesis; **60** semester hours without thesis

Required Courses:

C D	5564	Clinical Practicum II	6
C D	5565	Clinical Practicum III	6
C D	5663	Disorders of Fluency	3
C D	5666	Voice Disorders	3
C D	5669	Phonologic Disorders	3
C D	5672	Management of Children and Adults with Severe Communication Disorders	3
C D	5673	Neurogenic Speech Disorders	3
C D	5674	Adult Language Disorders	3
C D	5675	Language Disorders in Preschool Children	3
C D	5676	Language Disorders in School-Aged Children and Adolescents	3
C D	5682	Communication Disorders in Diverse Populations	3
C D	5900	Internship	6
C I	5900	Internship	6
		(Required for NC SDPI licensure unless student has equivalent experiences as determined by the chairperson of Language, Reading and Exceptionalities Department.)	
FDN	5000	Research in Education	3
		SUBTOTAL HOURS	**54**

Guided Electives 6

(Selected with approval of major advisor in communication disorders or related areas such as counseling, early childhood education, psychology, reading and special education)

OR

Thesis: Optional

C D	5999	Thesis	3
		TOTAL HOURS	**57 or 60**

Language Proficiency: None required

Comprehensive: PRAXIS II (NTE) in Speech Language Pathology and Audiology serves as the comprehensive examination.

MASTER OF ARTS IN READING EDUCATION, GENERAL

Concentrations: Adult Literacy
Classroom/Clinical

The Department of Language, Reading and Exceptionalities offers a Master of Arts degree in Reading Education, General with two concentrations to persons who are interested in the teaching of reading and the language arts: 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 to deliver and coordinate literacy services for underprepared adults. The Classroom/ Clinical concentration prepares classroom teachers and reading specialists to teach all aspects of reading and the language arts to students with a wide range of abilities in kindergarten through grade 12.

MASTER OF ARTS IN READING EDUCATION, GENERAL

Concentration: Adult Literacy

Prerequisite: A baccalaureate degree from an accredited college or university.

Hours: **33** semester hours with thesis; **36** semester hours without thesis

Required Concentration Courses:

LHE	5630	The Adult Learner	3
R E	5100	Learning to Read and Write: Methods for Teaching Beginning Readers	3
R E	5570	Reading Curriculum: Organization, Supervision and Assessment	3
R E	5715	Reading Assessment and Correction	3
R E	5730	Reading to Learn: Strategies for Teaching Intermediate and Advanced Readers	3
R E	5760	Adult Literacy Instruction	3
		SUBTOTAL HOURS	**18**

Required Foundation Courses:

FDN	4560	Measurement and Assessment	2
FDN	5000	Research in Education	3
		SUBTOTAL HOURS	**5**

Suggested Elective Courses:

HPC	4840	Human Relations and Interaction	3
R E	5500	Independent Study	1-4
R E	5710	Seminar in Reading and Language Arts Research	3
R E	5725	Practicum in the Clinical Teaching of Reading	3
SPE	4576	Introduction to Learning Disabilities	2
SPE	5636	Advanced Studies in Learning Disabilities	3

Thesis Option:

R E	5999	Thesis	3
Electives			7

(Six of the elective hours must be in Reading Education. Electives are chosen with the graduate advisor's approval.)

SUBTOTAL HOURS **10**

OR

Non-Thesis Option:

Electives 13

(Six of the elective hours must be in Reading Education. Electives are chosen with the graduate advisor's approval.)

SUBTOTAL HOURS **13**

TOTAL HOURS ..... **33 or 36**

Thesis: Optional

Language Proficiency: None required

Comprehensive: Required

MASTER OF ARTS IN READING EDUCATION, GENERAL

Concentration: Classroom/Clinical

Prerequisite: A baccalaureate degree from an accredited college or university; a North Carolina "A" license or its equivalent from another state.

Hours: **33** semester hours with thesis; **36** semester hours without thesis

Required Concentration Courses:

R E	5100	Learning to Read and Write: Methods for Teaching Beginning Readers	3
R E	5130	Teaching the Language Arts	3
R E	5140	Advanced Study of Children's Literature	3
R E	5570	Reading Curriculum: Organization, Supervision, and Assessment	3
R E	5715	Reading Assessment and Correction	3
R E	5725	Practicum in the Clinical Teaching of Reading	3
R E	5730	Reading to Learn: Strategies for Teaching Intermediate and Advanced Readers	3
		SUBTOTAL HOURS	**21**

Required Foundations Courses:

FDN	4560	Measurement and Assessment	2
FDN	5000	Research in Education	3
		SUBTOTAL HOURS	**5**

Elective Courses:

(Electives are chosen with the graduate advisor's approval. If the student lacks basic knowledge in the area of Special Education, he or she will be advised to take an elective course in this area.)

Thesis Option:

R E	5999	Thesis	3
Electives			4
		SUBTOTAL HOURS	**7**

OR

Non-Thesis Option:

Electives			10
		SUBTOTAL HOURS	**10**
		TOTAL HOURS	**33 or 36**

Thesis: Optional

Language Proficiency: None required

Comprehensive: Required

SPECIAL EDUCATION PROGRAMS

The Department of Language, Reading and Exceptionalities offers two graduate program options in Special Education to persons who are interested in serving exceptional populations. All programs are designed to prepare personnel to assume leadership roles in special education.

MASTER OF ARTS IN SPECIAL EDUCATION: Cross Categorical
The Master of Arts in Special Education with a concentration in cross-categorical is designed to prepare teachers to work with school-aged students with mild learning and behavioral disabilities. Persons graduating from the program will be eligible for employment in public school resource rooms and/or collaborative teaching classrooms and non-public school settings.

MASTER OF ARTS IN SPECIAL EDUCATION: Teaching Parent Specialty
The Master of Arts in Special Education with a concentration in Teaching Parent Specialty is unique in the state. Individuals in the program are prepared to develop and carry out community-based programs for youths who are emotionally disturbed and delinquent. They are also prepared to act as surrogate parents and to provide inservice education for parents, teachers, and public agency personnel.

MASTER OF ARTS IN SPECIAL EDUCATION: CROSS CATEGORICAL

Prerequisites: A baccalaureate degree from an accredited college or university; an "A" level teaching license in special or general education and pre- or co-requisite coursework to include: diagnostic and corrective reading (may be taken as graduate elective); identification and evaluation of exceptional children (may be taken as graduate elective); classroom management; and, technology/microcomputers in education.

Hours: 36 semester hours with or without thesis

Required Courses:

FDN	5000	Research in Education	3
FDN	5220	Computers in Educational Settings	3
OR			
SPE	5584	Leadership in Special Education	3
SPE	5600	Seminar in Special Education	3
SPE	5610	Advanced Classroom Management	3
SPE	5627	Advanced Individual Differences	3
SPE	5628	Assessment, Curriculum and Teaching (ACT I): Elementary Students with Learning and Behavioral Problems	3
SPE	5629	Assessment, Curriculum and Teaching (ACT II): Secondary Students with Learning and Behavioral Problems	3
SPE	5630	Collaboration: Regular and Special Education	3
SPE	5900	Internship	6
		SUBTOTAL HOURS	**30**

Guided Electives 2-6
(Chosen in conjunction with advisor in special education and from related areas such as reading, curriculum and instruction, psychology, communication disorders, and child development)

Thesis: Optional. (If thesis option is chosen, SPE 5999 may be substituted for 4 hours of electives.)

SPE	5999	Thesis	4
		TOTAL HOURS	**36**

Language Proficiency: None required

Comprehensive: Required

MASTER OF ARTS IN SPECIAL EDUCATION/TEACHING PARENT SPECIALTY

Prerequisite: A baccalaureate degree from an accredited college or university; and, other requirements determined in the initial conference with the advisor.

Hours: 30 semester hours with thesis; **36** semester hours without thesis

Required Courses:

FDN	5000	Research in Education	3
SPE	4601	Classroom Management and Intervention Strategies: MR, LD, ED	2
SPE	4700	Introduction to the Teaching-Family Model	3
SPE	5500	Independent Study	1-4
SPE	5900	Internship	3-9
		SUBTOTAL HOURS	**12-21**

Required Concentration Courses:

SPE	5100	Field Training in the Teaching-Family Model	3
SPE	5101	Advanced Field Training in the Teaching-Family Model	3
SPE	5200	Communication and Problem Solving Strategies Within the Teaching-Family Model	3
SPE	5400	Advanced Reading in Organization and Administration of Community-Based Treatment Programs	3
		SUBTOTAL HOURS	**12**

Guided Electives 2-13
(Chosen with approval of graduate advisor)

Thesis: Optional. A student may elect to take a thesis program which will include a minimum of 26 semester hours of coursework and a maximum of 4 semester hours of thesis credit.

SPE	5999	Thesis	4
		TOTAL HOURS	**30 or 36**

Language Proficiency: None required

Comprehensive: Required

****

CORRELATED MINOR IN CURRICULUM AND INSTRUCTION FOR GENERAL AND SPECIAL EDUCATION (Ed.D. PROGRAM)

Prerequisites: Must be a student in the Educational Leadership, Doctor of Education (Ed.D.) Program and have permission of advisor and Doctoral Director.

Hours: 12 semester hours

Courses:
Students who choose the correlated minor in Curriculum and Instruction for General and Special Education/Curriculum & Instruction or the minor in Curriculum and Instruction for General and Special Education/Special Education will select, in conjunction with their advisors, four of the five following courses (12 sh). The selection of courses will be based on students' prior experiences and their intended role in public school administration.

C I	7130	Investigations into Curriculum and Instruction Problems	3
C I	7131	Emerging Issues in Curriculum and Instruction	3
C I	7132	Reflective Supervision of Curriculum and Instruction	3
SPE	7120	Issues and Trends in Special Education	3
SPE	7121	Organizational Design and Implementation of Special Education Programs	3
		TOTAL HOURS	**12**

Students may also choose to focus on a correlated minor in Curriculum and Instruction for General and Special Education/Reading. These students will take the following four courses:

C I	7131	Emerging Issues in Curriculum and Instruction	3
R E	7570	Administering Reading/Language Arts Programs: The Research Base	3
R E	7710	Improving Reading/Language Arts Instruction in the Schools: Problem-Solving Seminar for Administrators	3
SPE	7120	Issues and Trends in Special Education	3
		TOTAL HOURS	**12**

Course substitutions may be approved by the Doctoral Director.

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

COMMUNICATION DISORDERS (C D)

Senior/Graduate Courses

4562. Advanced Phonetic Transcription/(1).F;S.
In this course, students will refine their skills in transcribing samples of normal and disordered speech, on-line and from audio recordings. Emphasis will be placed on the use of broad and narrow transcription in connected speech samples of children and adults with a variety of speech disorders. (Meets ASHA II-A) Prerequisites: CD 2361 and CD 4563 or concurrently with CD 4563.

4563. Disorders of Articulation and Phonology/(3).S.
Etiology, evaluation, and management of articulation and phonological disorders (Meets ASHA II-B). Prerequisites: CD 2259, 2260, and 2361.

4568. Language and Culture/(3).On Demand.
An overview of the complex relations between language and society as conceived by selected anthropologists, sociolinguists and psychologists. Special emphasis will be placed on the use of language in various work settings, multilingualism, language socialization, and cross-cultural communication (Meets ASHA II-B). Prerequisites: CD 3162, 3163 and 3366 or permission of the instructor. (Same as ANT 4568.)

4602. Communication Problems of the Aged/(3).F.
The dynamics of normal communicative processes in the geriatric population and the psychobiological changes that occur as human beings age (Meets ASHA II-B). Prerequisite: Senior status or permission of the instructor. Enrollment is not restricted.

4662. Management of Hearing Disorders/(3).F;S.
Studies of the habilitation/rehabilitation of hearing impairments in preschool and school-

aged children and adults. Emphasis on prescriptive and resource curricular management. Includes audition training, speech reading methods, and a survey of hearing aid monitoring techniques (Meets ASHA II-B).

4666. Language Disorders/(3).F.
The identification and evaluation of language disorders in children and adults, including models of language and language disorders, etiological factors, and basic assessment and management procedures. (Meets ASHA II-B). Prerequisites: CD 2266, 3162, 3163 and 3366.

4864. Evaluation and Intervention Procedures in Communication Disorders/(3).F;S.
An introduction to the diagnostic and therapy processes required in any clinical setting. Special emphasis will be placed on acquiring the skills necessary to conduct an interview; administer an oral-facial examination; select and administer basic screening and diagnostic assessments; write a diagnostic report; develop and monitor an intervention plan; and, provide appropriate counseling to clients and their families. Prerequisites: CD 2259, 3364, 4563 or 4666; and, concurrently with CD 4865.

4865. Laboratory in Evaluation and Intervention Procedures in Communication Disorders/(1).F;S.
In this course, students will obtain 25 hours of supervised observation of speech, language and hearing evaluations and intervention by serving as participant observers with one client at the Appalachian State University Comprehensive Clinic. Emphasis will be placed on applying the skills learned in CD 4864 such as conducting an oral-facial examination, administering a basic screening assessment, writing instructional objectives, and developing intervention plans. Prerequisites: CD 2259, 3364, 4563 or 4666; and, concurretnly with CD 4864.

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

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

5564. Clinical Practicum II/(3-6).F;S.
Supervised primary level practicum in evaluation and therapy techniques in speech-language pathology and audiology. Specific clinical assignments will depend on coursework completed in the disorders areas. An average of four hours of therapy, one hour of audiological evaluation, and one hour of speech and language evaluation will be scheduled each week. May be repeated (Meets ASHA III-B). Prerequisites: completion of CD 4563, 4666, 4864 and 4865 or equivalents; and completion of at least 25 supervised hours of observation.

5565. Clinical Practicum III/(3-6).F;S.
Supervised intermediate level practicum in evaluation and therapy techniques in speech-language pathology and audiology. Specific clinical assignments will depend on coursework completed in the disorders areas. An average of four hours of therapy, one hour of audiological evaluation, and one hour of speech and language evaluation will be scheduled each week. May be repeated (Meets ASHA III-B). Prerequisites: completion of CD 5564 with a grade of B or better; and completion of at least 80 clinical clock hours.

5661. Advanced Diagnostics/(3).F.
The philosophy and implementation of procedures for the evaluation of communication disorders in children and adults with emphasis on obtaining and interpreting case history data, conducting diagnostic interviews, and administering, scoring and interpreting data from diagnostic instruments used to evaluate articulation, language, fluency, voice, and motor speech disorders. Observation of and participation in diagnostic sessions are required (Meets ASHA II-B).

5663. Disorders of Fluency/(3).F.
Study of the etiology, evaluation, and management of disorders of fluency (including stuttering) in children and adults with a concentration on the major theories of causation (Meets ASHA II-B).

5665. Advanced Audiology/(2).S.
Advanced audiological procedures and techniques. Concentration on advanced neurophysiological auditory measurement, research, and applications to theory (Meets ASHA II-B).

5666. Voice Disorders/(3).SS.
Study of the etiology, evaluation, and rehabilitation of functional and organic voice disorders in children and adults, including a review of the anatomic and physiological bases of phonation, respiration, and resonation; theories of voice production; and physiologic and acoustic correlates of voice disorders (Meets ASHA II-B).

5667. Advanced Speech Science/(3).On Demand.
Psychoacoustic theory and application to the measurement of human sound production, perception, and reaction (Meets ASHA II-A).

5669. Phonologic Disorders/(3).SS.
Clinical application of current research in disorders of the phonologic (sound) system. (Meets ASHA II-B).

5672. Management of Children and Adults with Severe Communication Disorders/(3).S.
A study of the communication development of children and adults with severe communication disorders. Emphasis will be placed on developing expertise in ongoing evaluation through standard and nonstandard procedures, program planning, and use of augmentative communication systems (Meets ASHA II-B).

5673. Neurogenic Speech Disorders/(3).F.
The differential diagnosis and management of neurogenic speech disorders, including the dysarthrias, apraxia, and cerebral palsy (Meets ASHA II-B).

5674. Adult Language Disorders/(3).S.
The differential diagnosis and management of acquired asphasia and closed head injury with special emphasis on neurological bases, characteristics, and etiologies. Team management will be emphasized (Meets ASHA II-B).

5675. Language Disorders in Preschool Children/(3).F.
A study of the evaluation and management of language disorders in preschool children, including models of language and language disorders, high risk factors, and interdisciplinary assessment, program planning, and intervention. (Meets ASHA II-B). Prerequisites: CD 3162, 3163, 3366, 4666 or permission of the instructor.

5676. Language Disorders in School-Aged Children and Adolescents/(3).S.
A study of the identification, evaluation, and management of language disorders in school-aged children and adolescents, with special emphasis on language development after age five, the role of language in educational contexts, formal and informal assessment strategies, alternative service delivery models, and specific strategies for intervention (Meets ASHA B-2). Prerequisites: CD 3162, 3163, 3366 and 4666 or permission of the instructor.

5680. The Clinical Language Intervention Institute/(1).SS.
This annual summer institute provides students and practitioners with an opportunity for in-depth exploration of state-of-the-art strategies for evaluation and management of language impaired infants, toddlers, children, and youth. May be repeated with permission of the coordinator of the communication disorders program. Graded on an S/U basis only.

5682. Communication Disorders in Diverse Populations/(3).S.
A seminar on the interrelationship of sociological variables and linguistic performance with special emphasis on communication differences and disorders among culturally and linguistically diverse populations, non-biased assessment of diverse populations, elective intervention approaches, and differing learning styles.

5690. Topics in Communication Disorders: Weekends with the Experts/(1).F;S.
These minicourses provide students and practitioners in speech-language pathology and audiology with an opportunity for in-depth exploration of topics in the basic communication processes, the professional area, and related areas. May be repeated with permission of the coordinator of the communication disorders program. Graded on an S/U basis only.

5865. Organization and Administration of Speech, Language and Hearing Programs in Schools/(3).SS.
This course provides information and practical skills for planning, establishing, and maintaining speech, language, and hearing programs in school settings. Emphasis will be

placed on broad administrative, ethical, legal, and professional issues of program development as well as specific issues such as eligibility and dismissal criteria, casefinding and selection, scheduling, budgeting, writing IEPs, consulting with parents and teachers, recordkeeping, and acquisition of materials and equipment. (Meets ASHA II-B). Prerequisites: CD 2259, 4563, 4666, 4864, 4865 or equivalents.

5900. Internship/(6-12).F;S.
An internship in the area of communication disorders. Graded on S/U basis only. (Meets ASHA III-B). Prerequisite: permission of advisor.

5999. Thesis/(1-4).F;S.
Graded on S/U basis (Meets ASHA II-A or II-B).

READING AND LANGUAGE ARTS (R E)

Senior/Graduate Courses

4620. Reading Instruction in the Middle Junior and Senior High School/(3).F;S.
In addition to covering the content and skills presented in RE 4630, this course covers the following: (1) the developmental reading program, (2) organizing and administering the high school reading program, (3) reading interests and tastes, (4) providing reading instruction for special groups, (5) meeting needs of the individual reader.

4630. Reading in the Content Areas/(2).F;S.
This course prepares content area teachers to utilize reading as an instructional process in their classrooms. In addition reading is used to gain perspective on broader learning processes. Course topics include: (1) classroom assessment procedures, including textbook evaluation and selection, and classroom diagnostic techniques; (2) accommodating individual differences; (3) general lesson and unit planning strategies; (4) focused instructional strategies, which include specific teaching activities for reading and learning. (This course may be used to meet licensure requirements for special subject teachers in grades 7-12 who teach subjects such as: English, Social Studies, Math, Science, Biology, Health and Physical Education, Sociology, Geography, Business, Music, Art, Foreign Language, and so on.)

4640. Workshop in Teaching Reading/(2).SS.

4650. Linguistics and Reading/(3).F.
Relates these areas of linguistics to the process of reading, phonetics, syntax, semantics, rhetoric and dialect.

4710. Diagnosis and Remediation of Reading Problems/(3).F;S.
Prepares students to administer and interpret commonly used informal reading tests and to plan appropriate instruction for different types of remedial readers.

4720. Diagnostic and Remedial Reading I/(3).F;S.
The course deals with commonly used reading tests and how to locate causes of reading difficulties and to prescribe corrective procedures for the severe, disabled reader. Prerequisites: RE 3900, 4710, 4620.

4730. Diagnostic and Remedial Reading II/(3).F;S.
Students are assigned to individual or small groups for diagnostic and remedial teaching. Prerequisite: RE 4720.

4904. Field Experience/(3).F.
Students register only by permission of advisor in reading. Graded on S/U basis.

Graduate Courses

5100. Learning to Read and Write: Methods for Teaching Beginning Readers/(3).F.
Introduces various approaches to teaching reading and writing to beginners. 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.

5111. Issues, Trends, and Practices in Reading/ (2-3).F;S.
Provides students with an in-depth study of significant issues, trends, and practices in reading at all educational levels. The course is designed to deal with questions and problems of the type facing key teachers, supervisors, and administrators. Because the course is

concerned with current trends and issues, it is assumed that the course will undergo periodic changes in terms of what is current.

5120. Psychological Bases of Reading/(3).F.
The thrust of this course is toward providing advanced reading majors with a comprehensive over-view 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.

5130. Teaching the Language Arts/(3).F.
A study of the latest research, practices, interpretation, methods, materials and strategies in teaching the language arts.

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.

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

5510. Field Experience in Teaching Reading/(1-6).F;S.
Students register only by permission of advisor.

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

5570. Reading Curriculum: Organization, Supervision and Assessment/(3).S.
Studies are made of reading curriculum designs, and the implementation, supervision and evaluation of reading programs. Prerequisite: 18 hours in reading or permission of advisor in reading.

5671. Research in Current Literature in Reading/(3).S.
Research and critical analyses are made in current periodicals, journals, and recent books on critical areas of reading. Prerequisite: 18 hours in reading or permission of advisor.

5710. Seminar in Reading and Language Arts Research/(3).S.
This seminar integrates theory and research presented in previous reading and language arts courses, and allows students to pursue, in depth, a particular research topic of their choosing.

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.

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.

5730. Reading to Learn: Strategies for Teaching Intermediate and Advanced Readers/(3).S.
An in-depth review of the current literature on learning from text materials in the content areas. Teaching strategies for promoting student comprehension during the pre-reading, reading, and post-reading phases will be carefully examined.

5760. Adult Literacy Instruction/(3).S.
An in-depth review of assessing and teaching literacy skills in Adult Basic Education programs.

5900. Internship/(3-9).F;S.
An internship in the area of reading education. Graded on S/U basis only. Prerequisite: Permission of advisor.

5999. Thesis/(1-4).F;S.
Graded on S/U basis.

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.

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.

SPECIAL EDUCATION (SPE)

Senior/Graduate Courses

4570. Consultation and Advocacy for Exceptional Children: Mental Retardation, Learning Disabilities, and Emotional Disturbance/(3).F;S.
The role of the teacher as an advocate and change agent for mentally retarded, learning disabled, and emotionally disturbed children in the home, school, and community.

4571. Introduction to Emotional Disturbance/(2).F;S.
An introductory course in the education of the emotionally handicapped child. Emphasis will be placed on the psychological, sociological, and educational implications in the education of emotionally handicapped children.

4576. Introduction to Learning Disabilities/(2).F;S.
The identification and education of youth with learning disabilities, including programs, teaching strategies, and theories.

4592. Medical Aspects of Disability/(3).On Demand.
This course includes a survey of major physical disabilities including cardiovascular disease, diabetes, AIDS, cancer, pain, obesity, eating disorders, and injury using a behavioral medicine orientation. Behavioral medicine represents a multidimensional approach to integrating behavioral and biomedical information in determining disease etiology and in prescribing comprehensive treatment. (Same as PSY 4653.)

4595. 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.

4601. Classroom Management and Intervention Strategies: Mental Retardation, Learning Disabilities, and Emotional Disturbance/(2).F;S.
A study of classroom management techniques and intervention strategies with mentally retarded, learning disabled, and emotionally disturbed children. Must be taken concurrently with SPE 4570, 4705, and 4902 by Special Education majors.

4700. 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.

4705. Methods and Curriculum in Learning Disabilities/(3).F;S.
This course addresses state-of-the-art techniques and methods used in the implementation of curriculum programs for learning disabled students.

4900. Student Teaching in Special Education/ (6 or 12).F;S.
Teaching experiences under supervision for one semester for students planning to teach special needs students in grades K-12. Graded on S/U basis.

4902. Practicum in Handicapping Conditions/(3).F;S.
Field practice in school settings of techniques used in the education of mentally retarded, learning disabled, and emotionally disturbed children. Graded on S/U basis only. This course must be taken concurrently with SPE 4570, 4601 and 4705.

Graduate Courses

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.

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 his/her use of the Teaching-Family Model Treatment program. Prerequisite: 5100.

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.

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.

5500. Independent Study/(1-4).On Demand.

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

5560. The Severely and Profoundly Handicapped/ (3).F.
A historical perspective of the social and cultural antecedents to contemporary adjustments for the severely/profoundly handicapped. Historical events that lead to social attitudes, academic theories, and operative definitions are studied and evaluated. The general and characteristic behavior, and nature and needs of these individuals are presented within a developmental framework. Current issues are examined as current research is discussed.

5562. Methods for Educating the Severely Handicapped/(3).F.
Principles and procedures used to program instruction for the severely handicapped are presented and evaluated as to their effectiveness. Students are required to design and implement an instructional program with a severely handicapped person. To be taken concurrently with 5564.

5564. Curriculum for the Severely Handicapped/ (3).F.
The selection of instructional programs appropriate for use with the severely handicapped is emphasized. The student identifies strengths and weaknesses of educational programs and makes recommendations for their use with severely handicapped persons. To be taken concurrently with 5562.

5565. Applied Behavior Analysis with the Severely Handicapped/(3).S.
The appropriateness and importance of utilizing applied behavior analysis in education settings with the severely handicapped is stressed. Single subject research designs and alternative designs are reviewed as to the evaluation of the effectiveness of intervention programs.

5567. Problems and Issues In the Education of the Severely Handicapped/(3).S.
An in-depth study of significant issues, trends, and practices in the education of severely handicapped persons. Deals with the problems

and issues that master teachers and supervisors may encounter with this population. 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 discussed.

5584. Leadership in Special Education/(3).S.
This course details topics related to the quality of the design and leadership of public school programs for elementary and secondary special needs students. These topics include service delivery models and practices, grant preparation, legal issues, leadership styles, and change processes.

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. (Same as PSY 5592.)

5600. Seminar in Special Education/(3).F.
An advanced course designed to deal with the current issues and controversies relating to the major categorical areas of special education.

5610. Advanced Classroom Management/(3).F.
An advanced study of classroom management and discipline for teachers of handicapped students. This course discusses the theories developed for classroom control, then translates those theories into practical intervention techniques, both for the individual student and classroom groups. A case study approach is used to ensure application in the special education classroom. Time-series behavior analysis is discussed as a formative evaluation technique and a data analysis tool. This course is intended for special education majors only.

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.

5626. Advanced Studies in Mental Retardation/(3).On Demand.
An advanced seminar on mental retardation issues and topics involving the interpretation and application of theory and research. Emphasis is placed on readings and recent experimental research focusing specifically on history, etiology, learning theories, characteristics, nature-nurture controversy, the severely and profoundly retarded, and current trends and issues.

5627. Advanced Individual Differences/(3).F.
A study of the categories of exceptional individuals that comprise the field of special education, with an emphasis on research as it relates to issues and trends associated with each category. This course provides advanced study of mild disabilities and includes topics such as commonalities among exceptionalities and characteristics. This course will also emphasize sociological issues such as the effect of poverty, family functioning, and violence on special education and at-risk students. Prerequisite: SPE 4595 or equivalent.

5628. Assessment, Curriculum and Teaching (ACT I): Elementary Students with Learning and Behavioral Problems/(3).F.
This course explores in depth the current research on assessment, curriculum, and teaching and the planning, implementation, and evaluation of instruction for students with learning and behavior disabilities. Other topics of study include instructional technology, affective education, and early intervention.

5629. Assessment, Curriculum and Teaching (ACT II): Middle and Secondary Students with Learning and Behavioral Disabilities/(3).S.
This course emphasizes the current literature on effective assessment and instructional practices in content areas and transitional plans from school. The course explores in-depth the current research on assessment, curriculum, and teaching in content areas. Other topics of study include instructional technology, affective education, vocational education, and drop-out prevention.

5630. Collaboration: Regular and Special Education/(3).F.
This course explores the roles and

responsibilities of special educators in communicating effectively with families of exceptional students and collaborating with professionals serving mildly handicapped students. Emphases will include team building and collaborative strategies, barriers to effective collaboration, and the development and maintenance of collaborative programs.

5636. Advanced Studies in Learning Disabilities/(3).F.
Designed to identify, review, and analyze current research and literature on issues related to the study of learning disabilities.

5646. Advanced Studies in Emotional Disturbance/(3).F.
An advanced course designed to critically examine current issues and data concerning the emotionally disturbed child. Emphasis placed on recent findings and experimental research.

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.

5900. Internship/(3-9).F;S.
An internship in the area of special education. Graded on S/U basis only. Prerequisite: Permission of advisor.

5999. Thesis/(1-4).F;S.
Graded on S/U basis.

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.

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.

Department of Leadership and Educational Studies

Chairperson: Wilson
Graduate Faculty: Bliss, Bonham, Boylan, Claxton, Dale, Erwin, Hall, Howe, Jackson, Jamison, Jenkins, Maycock, Olson, Riedl, Tashner, Truett, Veltze, Wilson

The Department of Leadership and Educational Studies serves the education community and the public in many ways. It provides foundational courses which have relevance to the professional studies component in teacher education. The courses in Educational Foundations (FDN) provide students of education with the opportunity to learn about social and cultural factors that impact on schooling. The department provides courses that develop the skills and knowledge needed to understand how research in the field of education is designed, implemented, and evaluated.

The Department of Leadership and Educational Studies is also responsible for organizing and providing graduate instructional programs in public school administration, higher education administration and teaching, developmental education, adult education, Instructional Technology Specialist/Computers and Library Science.

The department offers the following degree programs:

(1) Master of Arts in Educational Media, with two concentrations:
  (a) Instructional Technology Specialist/Computers
  (b) Instructional Technology Specialist/Computers, General
  NOTE: Two additional concentrations are offered through the Department of Curriculum and Instruction:
    Instructional Technology Specialist/Media Production
    Instructional Technology Specialist/Telecommunications
  Please refer to the Department of Curriculum and Instruction's section in this *Graduate Bulletin* for information on these two concentrations.
(2) Master of Arts in Higher Education, Administration
(3) Master of Arts in Higher Education, Adult Education
(4) Master of Arts in Higher Education, Developmental Studies
(5) Master of Arts in Higher Education, Teaching
(6) Master of Library Science in Library Science, General with two concentrations:
  (a) Public Libraries
  (b) School Libraries
(7) Master of School Administration
(8) Educational Specialist in Educational Administration
(9) Educational Specialist in Educational Media (For Librarians)
(10) Educational Specialist in Higher Education, Administration
(11) Educational Specialist in Higher Education, Adult Education
(12) Educational Specialist in Higher Education, Developmental Studies
(13) Educational Specialist in Higher Education, Teaching

The Master's degree programs are described as follows:

1. **Educational Media (M.A.)**—is an interdepartmental program in the Department of Leadership and Educational Studies and the Department of Curriculum and Instruction which offers a choice of four concentrations:
  (a) Instructional Technology Specialist/Computers

(b) Instructional Technology Specialist/Computers, General
(c) Instructional Technology Specialist/Media Production
(d) Instructional Technology Specialist/Telecommunications
Graduates of the program will be prepared to assume leadership roles in various fields of media and technology.

2. **Higher Education (M.A.)**–prepares students who wish to work in postsecondary educational settings. Students may select one of the following majors:
(a) Higher Education, Administration
(b) Higher Education, Adult Education
(c) Higher Education, Developmental Studies
(d) Higher Education, Teaching

The teaching track is designed to prepare students to teach in community, junior, and technical colleges. The degrees in Higher Education do not lead to North Carolina administration and supervision licensure.

3. **Library Science, General (M.L.S.)**–is approved by the North Carolina State Department of Public Instruction and reflects Media Coordinator (School Librarian) competencies required by the state as well as Public Librarian Certification competencies of the North Carolina Public Librarian Certification Commission, depending on the concentration pursued by the student. Completion of the School Libraries concentration entitles the graduate to apply for licensure (076 Media Coordinator) from the State of North Carolina. Completion of the Public Libraries concentration entitles the student to apply for Public Librarian Certification from the North Carolina Public Librarian Certification Commission.
4. **School Administration (M.S.A.)**–prepares persons for a school principalship at all levels of public schools. Such a program leads to initial licensure as a school administrator in North Carolina. It is designed to prepare entry level leaders in the governance and administration of the public schools. The focus is essentially directed toward site-based administration.

The **Educational Specialist's Degree (Ed.S.)** in the Department of Leadership and Educational Studies is a 30 semester hour degree program offered in the following areas:

1. **Educational Administration**–provides advanced graduate work for public school administration. This degree leads to sixth-year licensure.
2. **Educational Media (For Librarians)**–provides the opportunity for individuals with work experience to update and expand their professional knowledge. To be eligible for admission to the Ed.S. in Educational Media (For Librarians) program which leads to Media Supervision 078 Licensure, a student must: (1) possess or be eligible for Media Coordinator 076 licensure in North Carolina; (2) have at least 3 years of successful experience as a media coordinator; and, (3) possess a master's degree from an approved media program. The student's program of study must include 12 graduate semester credit hours of coursework in administration, curriculum development, and supervision courses beyond the master's degree, a minimum of 30 total graduate hours, and be individually planned with the student's faculty advisor to meet the Media Supervisor 078 licensure competencies of the State of North Carolina.
3. **Higher Education** (administration, adult education, developmental studies, and teaching,)–provides advanced graduate work in the area of postsecondary education.

A student working toward a degree and/or licensure in the Department of Leadership and Educational Studies must develop his/her program of study in consultation with an approved advisor. Candidacy forms must be submitted to the Office of Graduate Studies and Research before the student has completed 12 hours of coursework. Degree students taking courses without being officially assigned an advisor and receiving the advisor's approval do so at the risk of not having the courses approved as part of the degree program.

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

Graduate Minors:
A graduate minor consists of 8-12 semester hours of designated courses from the program track selected:

Community, Junior and Technical College Teaching
Higher Education, Administration
Higher Education, Adult Education
Higher Education, Developmental Studies
Higher Education, Teaching

The Community, Junior and Technical College Teaching minor may include a professional development course from the student's major discipline with the approval of the Department of Leadership and Educational Studies.

Students wishing to pursue any of the above degree programs should apply to the Appalachian State University's Cratis D. Williams Graduate School for admission. The Graduate School will provide the necessary information as to what is expected with the completed application. When the application is complete in all details, it will be sent to the department for action by the faculty in the program area. A number of the degree programs require a student to possess teacher licensure. Students should check for this in the specific degree program requirements.

MASTER OF ARTS IN EDUCATIONAL MEDIA

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

The program offers a choice of four concentrations: Instructional Technology Specialist/Computers, Instructional Technology Specialist/Computers, General, Instructional Technology Specialist/Media Production, and Instructional Technology Specialist/Telecommunications. The range of possibilities for students in these concentrations includes the study of multimedia systems, educational computing, video production, photography, digital image acquisition and manipulation, as well as media literacy, instructional design and telecommunications systems. The program offers North Carolina licensure in Computers (077) or Telecommunications (074).

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

MASTER OF ARTS IN EDUCATIONAL MEDIA

Concentrations: Instructional Technology Specialist/Computers
Instructional Technology Specialist/Computers, General

These concentrations provide students with the skills and competencies basic to the development, management, and teaching of instructional programs using microcomputers. Students may choose the concentration that leads to North Carolina State Department of Public Instruction (077) Instructional Technology Specialist/Computers licensure requirements or the general concentration that does not lead to licensure. Those completing the 077 licensure will be prepared to provide leadership in the instructional use of computers at the school building or district levels. Students holding a current teaching licensure can add the 079 computer endorsement to be computer teachers.

Prerequisites: A baccalaureate degree from an accredited college or university is required; GRE scores or the MAT score and approval of the Admissions Committee and the chairperson of the department are required.

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

The following prerequisite courses must be completed with a grade of "B" (3.0) or better:

C S	1440	Computer Science I (or equivalent)	3
FDN	3100	Classroom Use of Microcomputers in Grades K-12 (or equivalent)	2

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

TOTAL PREREQUISITE HOURS **5**

Hours: 36 semester hours

Required Core Courses:

C I	5630	Instructional Technology	3
FDN	5000	Research in Education	3
FDN	5220	Computers in Educational Settings	3
		SUBTOTAL HOURS	**9**

CONCENTRATIONS:

A. Instructional Technology Specialist/Computers
This concentration leads to North Carolina Licensure 077.

Required Core Courses (see list)
SUBTOTAL HOURS **9**

***Required Concentration Courses:**

FDN	5320	Telecommunications Technology in Education	3
FDN	5620	Integrating Computer Technology into Instruction	3
FDN	5720	Planning for Instructional Technology in Schools	3
FDN	5900	Internship in Educational Computing	3
LHE	5010	Public School Administration	3
MAT	5980	Problem Solving in Logo	3
		SUBTOTAL HOURS	**18**

Options/Electives:
Nine semester hours of courses will be selected with the advice and approval of the graduate advisor. For 6 of these 9 hours, thoughtful consideration should be given to the following courses if courses or equivalents were not previously taken:

C I	5060	Curriculum Planning	3
C I	5921	Communication Theory and Instructional Design	3
Elective			3
		SUBTOTAL HOURS	**9**
		TOTAL HOURS	**36**

B. Instructional Technology Specialist/Computers, General
This concentration does not lead to North Carolina Licensure.

Required Core Courses (see list)
SUBTOTAL HOURS **9**

***Required Concentration Courses:**
Approved Instructional Technology courses must be selected with the advice and approval of the graduate advisor.
SUBTOTAL HOURS **27**

TOTAL HOURS **36**

Thesis: Optional

Language Proficiency: None required

Comprehensive: Oral and/or Portfolio Review

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

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

MASTER OF ARTS IN HIGHER EDUCATION, ADMINISTRATION

Prerequisites: A baccalaureate degree from an accredited college or university is required; GRE scores or the MAT score and approval of the Admissions Committee and the chairperson of the department are required.

Hours: 30 semester hours with thesis; **36** semester hours without thesis

Required Courses:

FDN	5000	Research in Education	3
FDN	5861	History of Postsecondary Education in America	3
LHE	5250	Conflict Management in Educational Administration	3
LHE	5430	Organization and Administration of Postsecondary Education	3
LHE	5700	Educational Leadership	3
LHE	5840	College Finance and Personnel Administration	3
LHE	5900	Internship/Field Study	2-8
		(Required for students with no administration experience in postsecondary education. Three hours is the typical load for an administrative internship.)	
LHE	5990	The Law of Higher Education	3
		SUBTOTAL HOURS	**23-29**

Suggested Electives 0-7
(Selected with the advice and approval of graduate advisor)
Emphasis in cognitively related area such as Business, Political Science, Sociology
AND/OR

LHE	4980	Introduction to Adult and Community Education	3
LHE	5780	Grantsmanship in Education	3
LHE	5810	Planning Educational Programs	3

Thesis: Optional. (This option is available and students are encouraged to consider it)

LHE	5999	Thesis	4
		TOTAL HOURS	**30 or 36**

Language Proficiency: None required

Comprehensive: Prior to graduation, the student must successfully complete a comprehensive examination.

MASTER OF ARTS IN HIGHER EDUCATION, ADULT EDUCATION

Prerequisites: A baccalaureate degree from an accredited college or university is required; GRE scores or MAT score and approval of the Admissions Committee and the chairperson of the department are required.

Hours: 30 semester hours with thesis; **36** semester hours without thesis

Required Courses:

FDN	5000	Research in Education	3
LHE	4750	Planning and Conducting Adult Learning Experiences	3
LHE	4980	Introduction to Adult and Community Education	3
LHE	5440	Instruction in Postsecondary Institutions	3
LHE	5630	The Adult Learner	3

LHE	5810	Planning Educational Programs	3
LHE	5900	Internship/Field Study	2-8

(Required for students with no administrative or teaching experience in the field of adult education. Three hours is the typical load for an internship.)

SUBTOTAL HOURS 20-26

Suggested Electives 0-10

(Selected with the advice and approval of graduate advisor.)
Emphasis in a cognitively related area

AND/OR

LHE	5250	Conflict Management in Educational Administration	3
LHE	5420	Community, Junior, and Technical Colleges	3
LHE	5430	Organization and Administration of Postsecondary Education	3
LHE	5700	Educational Leadership	3
LHE	5780	Grantsmanship in Education	3
LHE	5890	Developmental Studies in Postsecondary Institutions	3

Thesis: Optional. (This option is available and students are encouraged to consider it.)

LHE	5999	Thesis	4

TOTAL HOURS ..... 30 or 36

Language Proficiency: None required

Comprehensive: Prior to graduation, the student must successfully complete a comprehensive examination.

MASTER OF ARTS IN HIGHER EDUCATION, DEVELOPMENTAL STUDIES

Prerequisites: A baccalaureate degree from an accredited college or university is required; GRE scores or MAT score and approval of the Admissions Committee and the chairperson of the department are required.

Hours: 30 semester hours with thesis; 36 semester hours without thesis

Required Courses:

FDN	5000	Research in Education	3
LHE	5440	Instruction in Postsecondary Institutions	3
LHE	5630	The Adult Learner	3
LHE	5700	Educational Leadership	3
LHE	5890	Developmental Studies in Postsecondary Institutions	3
LHE	5900	Internship/Field-Study	3

(Required for students with no experience in the field of developmental education.

SUBTOTAL HOURS 18

Suggested Electives 8-18

(Selected with the advice and approval of graduate advisor.)
Emphasis in a cognitively related area:

A) Teaching subject area (i.e., English, mathematics, reading). Students planning to teach in higher education institutions are encouraged to take 18 hours.

B) Counseling and Psychology
C) Administration and Management

Thesis: Optional. (This option is available and students are encouraged to consider it.)

LHE	5999	Thesis	4

TOTAL HOURS ..... 30 or 36

Language Proficiency: None required

Comprehensive: Prior to graduation, the student must successfully complete a comprehensive examination.

MASTER OF ARTS IN HIGHER EDUCATION, TEACHING

Prerequisites: A baccalaureate degree from an accredited college or university is required; GRE scores or MAT score and approval of the Admissions Committee and the chairperson of the department are required.

Hours: 30 semester hours with thesis; **36** semester hours without thesis

Required Courses:

Professional Education Requirements:

FDN	5000	Research in Education	3

OR

Research course in teaching-subject area

FDN	5861	History of Postsecondary Education in America	3
LHE	4750	Planning and Conducting Adult Learning Experiences	3
LHE	5440	Instruction in Postsecondary Institutions	3
LHE	5630	The Adult Learner	3
LHE	5900	Internship/Field Study	3

(This is required for students with no teaching experience.)

SUBTOTAL HOURS 18

Teaching Track: Students are strongly encouraged to take courses in teaching-subject discipline with the advice of faculty in their disciplines. Students taking courses in the College of Business may take only 14 hours in a thesis program and 17 hours in a non-thesis program.

SUBTOTAL HOURS 18

Suggested Electives:

LHE	4980	Introduction to Adult and Community Education	3
LHE	5420	Community, Junior, and Technical Colleges	3
LHE	5890	Developmental Studies in Postsecondary Institutions	3

SUBTOTAL HOURS 0-3

Thesis: Optional. (This option is available and students are encouraged to consider it.)

LHE	5999	Thesis	4

TOTAL HOURS ..... 30 or 36

Language Proficiency: None required

Comprehensive: Prior to graduation, the student must successfully complete a comprehensive examination.

MASTER OF LIBRARY SCIENCE IN LIBRARY SCIENCE, GENERAL

Concentrations: Public Libraries
School Libraries

The Department of Leadership and Educational Studies offers programs of study which lead to the Master of Library Science (M.L.S.) degree with a major in Library Science, General and two different areas of concentration: Public Libraries and School Libraries. Programs of study for the two M.L.S. concentrations are listed below.

MASTER OF LIBRARY SCIENCE IN LIBRARY SCIENCE, GENERAL

Concentration: Public Libraries

Requirements for Public Librarian Certification in North Carolina:
Prerequisites: A baccalaureate degree with any undergraduate major from an accredited college or university, GRE scores or MAT score, an acceptable GPA (grade point average), and approval of the Admissions Committee and the chairperson of the department are required.

Hours: 42 semester hours

Required Courses:

FDN	5000	Research in Education	3
LIB	5010	Building Library and Media Center Collections	3
LIB	5020	Information Sources and Services	3
LIB	5030	Cataloging and Classification	3
LIB	5045	Administration of the Public Library	3
LIB	5050	Information and Management Technology in Libraries and Educational Media Centers	3
LIB	5140	Online Information Sources and Services	3
LIB	5160	Critical Evaluation of Library Media for Young Adults	3
LIB	5190	Critical Evaluation of Library Media for Children	3
LIB	5900	Internship/Practicum	3
		(Note: The Practicum must be completed in a public library under the supervision of a professional public librarian who holds North Carolina Public Librarian Certification.)	
		SUBTOTAL HOURS	**30**

Electives 12
(All electives *must be approved in advance* by the student's advisor.)
SUBTOTAL HOURS **12**

TOTAL HOURS **42**

Thesis: None required

Language Proficiency: None required

Comprehensive: A written comprehensive examination is required of all students.

MASTER OF LIBRARY SCIENCE IN LIBRARY SCIENCE, GENERAL

Concentration: School Libraries

Requirements for Media Coordinator (076) Licensure for School Librarians
The 076 Media Coordinator Licensure in Library Science is approved by the North Caro-

lina State Department of Public Instruction and the National Association for the Accreditation of Teacher Educaton (NCATE) and reflects Media Coordinator (School Librarian) competencies required by the State as well as those approved by the American Association of School Librarians (AASL). Completion of the 42-48 semester hour program of study earns the student the Master of Library Science degree and entitles them to 076 Media Coordinator Licensure in the State of North Carolina. Students must plan their program of study in consultation with an advisor, and file this plan with the Graduate School early in their degree program.

Prerequisites: A baccalaureate degree with any undergraduate major from an accredited college of university, a North Carolina "A" license or its equivalent from another state, GRE scores or the MAT score, an acceptable GPA (grade point average), and approval of the Admissions Committee and the chairperson of the department are required. Please note that those entering without previous teacher licensure will be required to complete 8-9 hours of Professional Education requirements, plus an additional 3 hours of LIB 5900 Internship/Practicum if they are pursuing the 076 Media Coordinator Licensure.

Hours: 42-48 semester hours

Required Courses:

C I	5630	Instructional Technology	3
FDN	5000	Research in Education	3
LIB	5010	Building Library and Media Center Collections	3
LIB	5020	Information Sources and Services	3
LIB	5030	Cataloging and Classification	3
LIB	5040	Management of the School Library Media Center	3
LIB	5050	Information and Management Technology in Libraries and Educational Media Centers	3
LIB	5080	The School Library Media Program	3
LIB	5160	Critical Evaluation of Library Media for Young Adults	3
LIB	5190	Critical Evaluation of Library Media for Children	3
LIB	5900	Internship/Practicum	1-6
		(Note: The hours required in LIB 5900 are based upon the program needs of the student, and type of valid license held by the student and are planned in consultation with the student's advisor.)	
		SUBTOTAL HOURS	**31-36**

Options:

Electives 6-11

(All electives must be approved in advance by the student's advisor.)

SUBTOTAL HOURS **6-11**

OR

Professional Education Requirements (for those students without previous teacher licensure):

Regardless of the number of hours of Internship/Practicum above, these students will be required to take an additional 3 hours of LIB 5900 -Internship/Practicum.

ONE OF THE FOLLOWING:

C I	5060	Curriculum Planning	3
OR			
C I	5580	Middle Level Curriculum	2

AND

FDN	5840	Social and Philosophical Foundations of Education	3
PSY	5555	Advanced Educational Psychology	3

AND

LIB	5900	Internship/Practicum	3
		SUBTOTAL HOURS	**11-12**
		TOTAL HOURS	**42-48**

Thesis: None required

Language Proficiency: None required

Comprehensive: A written comprehensive examination is required of all students.

MASTER OF SCHOOL ADMINISTRATION

The Department of Leadership and Educational Studies offers a program of study which leads to the Master of School Administration degree. This program prepares persons for a school principalship at all levels of public schools. Such a program leads to initial licensure as a school administrator in North Carolina. The purpose of the program is to prepare entry level leaders in the governance and administration of the public schools. The focus is essentially directed towards site-based administration.

Prerequisites: A baccalaureate degree from an accredited college or university, a North Carolina "A" license or its equivalent from another state, three years successful teaching experience, GRE scores or the MAT score, and approval of the Admissions Committee and the chairperson of the department are required.

Hours: 42 semester hours

Required Courses:

C I	5060	Curriculum Planning	3
C I	5230	Studies in Applied Instructional Strategies	3
FDN	5000	Research in Education	3
FDN	5840	Social and Philosophical Foundations of Education	3
LHE	5700	Educational Leadership	3
LHE	5800	Critical Inquiry and Thought in Educational Leadership	3
LHE	5900	Internship	9
MGT	5020	Applied Organizational Theory	3
		SUBTOTAL HOURS	**30**

Approved Electives:

Listed below are approved courses from which electives may be chosen:

C I	5050	Supervision of Instruction	3
FDN	4800	Education of the Culturally Diverse	3
FDN	5220	Computers in Educational Settings	3
LHE	5030	The Principalship	3
LHE	5070	School-Based Evaluation	3
LHE	5180	Fiscal Operations and Resource Management	3
LHE	5400	Guiding and Developing Human Resources in Schools	3
LHE	5600	School Law	3

LHE	5630	The Adult Learner	3
SOC	4560	Race and Minority Relations	3
SPE	5627	Advanced Individual Differences	3

Other elective options are possible with the recommendation of the advisor/coordinator and the approval of the chairperson of the department.

SUBTOTAL HOURS **12**

TOTAL HOURS **42**

Thesis: None required

Language Proficiency: None required

Comprehensive: Prior to graduation, the student must successfully complete a comprehensive examination.

EDUCATIONAL SPECIALIST IN EDUCATIONAL ADMINISTRATION

Program Goals:

Purpose - To provide extended knowledge of a systematic perspective of the administration of public schools. The focus is to prepare for higher levels of educational administrative responsibility, typically in specialized positions in central office administration.

Objectives:

1. To provide an opportunity to apply essential human skills for finding and solving system problems and concerns.
2. To introduce policy issues and the political implications related to policy implementation.
3. To elevate the application of appropriate technical knowledge (school plant, planning, school finance) in order to develop a broader perspective of educational problems and needs.
4. To confront the process of resource allocation as it relates to the professional settings in school systems.
5. To encourage building a relationship between various areas of specialization to the needs of school administration.

Prerequisites:

A Master's degree from an accredited college or university, GRE scores or the MAT score, and approval of the Admissions Committee and the chairperson of the department are required.

Applicants must hold an administrative or supervisory G level license. Graduate level licensure in closely related fields will be considered subject to the recommendation of the Department Admissions Committee and approval of the department chairperson.

Applicants must meet the standards for admission at the Educational Specialist level of graduate study.

Hours: 30 semester hours

Required Courses for Ed.S. Degree and Advanced Principal Licensure:

LHE	6300	Personnel Administration in Education	3
LHE	6400	Administering Change in Education	3
LHE	6700	Politics in Administration	3

LHE	6900	Internship/Field Study	6
		SUBTOTAL HOURS	**15**

Options/Electives:

Required Courses for Superintendent Licensure:

LHE	6180	School Finance	3
LHE	6491	Educational Facilities	3
		SUBTOTAL HOURS	**6**

Electives 9-15

(Electives shall be selected in consultation with the program advisor to develop an area of specialization. Students are urged to consider courses in other departments both within the College of Education as well as in other colleges in the University in developing an area of specialization.)

SUBTOTAL HOURS **9-15**

TOTAL HOURS **30**

Thesis: None required

Language Proficiency: None required

Comprehensive: Prior to graduation, the student must successfully complete a comprehensive examination.

EDUCATIONAL SPECIALIST IN EDUCATIONAL MEDIA (FOR LIBRARIANS)

The Ed.S. program in Educational Media (For Librarians) provides the opportunity for individuals with work experience to update and expand their professional knowledge and obtain the Media Supervisor 078 License from the North Carolina Department of Public Instruction. Often students will use this degree program to develop a specialty within the profession. It prepares individuals to assume roles such as Media Directors, Coordinators of Library/ Media Services, or Library Supervisors at the district or regional level.

Prerequisites: A Master's degree in an approved media master's program from an accredited college or university, possession of or eligibility for a Media Coordinator 076 License, and at least three years of successful experience as a media coordinator are required for admission. In addition, the applicant must have either GRE scores or the MAT score, an acceptable GPA (grade point average), and approval of the Admissions Committee and the chairperson of the department to be admitted.

Hours: 30 semester hours

Required Courses: The curriculum for the Ed.S. in Educational Media (For Librarians) degree program resulting in eligibility for the 078 Media Supervisor's License must be planned for a student in consultation with a faculty advisor. It must include a minimum of 12 graduate hours in administration, curriculum development, and supervision courses taken beyond the master's degree. Other courses will be chosen to develop the student's expertise in a specific area and will normally include LIB 6900 Internship/Practicum in Library Science, LIB 6100 District/Regional School Media Supervision, and a research or evaluation component.

Thesis: None required

Language Proficiency: None required

Comprehensive: A written comprehensive examination is required of all students.

EDUCATIONAL SPECIALIST IN HIGHER EDUCATION, ADMINISTRATION

Prerequisites: A Master's degree from an accredited college or university is required; GRE scores or the MAT score and approval of the Admissions Committee and the chairperson of the department are required.

Hours: 30 semester hours

Required Courses:

FDN	5861	History of Postsecondary Education in America	3
LHE	6040	Readings in Postsecondary Education	3
LHE	6631	Teaching and Learning in Postsecondary Education	3
LHE	6650	Seminar in Postsecondary Education	3
		SUBTOTAL HOURS	**12**

Options/Electives:
Courses other than the core requirement will be selected by the student in consultation with the advisor.

SUBTOTAL HOURS 16-18

The individualized section of the Educational Specialist's program should be congruent with the student's occupational goal and can include coursework in cognitive areas, preparation of thesis, or general professional development.

Thesis: Optional

LHE	6999	Educational Specialist Thesis	2-4
		TOTAL HOURS	**30**

Language Proficiency: None required

Comprehensive: During the final term in the program, the student must demonstrate proficiency through successfully completing a comprehensive examination.

EDUCATIONAL SPECIALIST IN HIGHER EDUCATION, ADULT EDUCATION

Prerequisites: A Master's degree from an accredited college or university is required; GRE scores or the MAT score and approval of the Admissions Committee and the chairperson of the department are required.

Hours: 30 semester hours

Required Courses:

FDN	5861	History of Postsecondary Education in America	3
LHE	6040	Readings in Postsecondary Education	3
LHE	6631	Teaching and Learning in Postsecondary Education	3
LHE	6650	Seminar in Postsecondary Education	3
		SUBTOTAL HOURS	**12**

Options/Electives:
Courses other than the core requirement will be selected by the student in consultation with the advisor.

SUBTOTAL HOURS 16-18

The individualized section of the Educational Specialist's program should be congruent with the student's occupational goal and can include coursework in cognitive areas, preparation of thesis, or general professional development.

Thesis: Optional

LHE	6999	Educational Specialist Thesis	2-4

TOTAL HOURS 30

Language Proficiency: None required

Comprehensive: During the final term in the program, the student must demonstrate proficiency through successfully completing a comprehensive examination.

EDUCATIONAL SPECIALIST IN HIGHER EDUCATION, DEVELOPMENTAL STUDIES

Prerequisites: A Master's degree from an accredited college or university is required; GRE scores or the MAT score and approval of the Admissions Committee and the chairperson of the department are required.

Hours: 30 semester hours

Required Courses:

FDN	5861	History of Postsecondary Education in America	3
LHE	6040	Readings in Postsecondary Education	3
LHE	6631	Teaching and Learning in Postsecondary Education	3
LHE	6650	Seminar in Postsecondary Education	3

SUBTOTAL HOURS 12

Options/Electives:
Courses other than the core requirement will be selected by the student in consultation with the advisor.

SUBTOTAL HOURS 16-18

The individualized section of the Educational Specialist's program should be congruent with the student's occupational goal and can include coursework in cognitive areas, preparation of thesis, or general professional development.

Thesis: Optional

LHE	6999	Educational Specialist Thesis	2-4

TOTAL HOURS 30

Language Proficiency: None required

Comprehensive: During the final term in the program, the student must demonstrate proficiency through successfully completing a comprehensive examination.

EDUCATIONAL SPECIALIST IN HIGHER EDUCATION, TEACHING

Prerequisites: A Master's degree from an accredited college or university is required; GRE scores or the MAT score and approval of the Admissions Committee and the chairperson of the department are required.

Hours: 30 semester hours

Required Courses:

FDN	5861	History of Postsecondary Education in America	3
LHE	6040	Readings in Postsecondary Education	3
LHE	6631	Teaching and Learning in Postsecondary Education	3
LHE	6650	Seminar in Postsecondary Education	3
		SUBTOTAL HOURS	**12**

Options/Electives:
Courses other than the core requirement will be selected by the student in consultation with the advisor.

SUBTOTAL HOURS 16-18

Thesis: Optional

LHE	6999	Educational Specialist Thesis	2-4
		TOTAL HOURS	**30**

Language Proficiency: None required

Comprehensive: During the final term in the program, the student must demonstrate proficiency through successfully completing a comprehensive examination.

COMMUNITY, JUNIOR AND TECHNICAL COLLEGE TEACHING (NON-LICENSURE)

PROFESSIONAL EDUCATION REQUIREMENTS:
Majors available to students are: biology, English, French, history, industrial education, political science, *social science, and Spanish. For required courses in the academic field, see the appropriate department.

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

Prerequisite: A baccalaureate degree from an accredited college or university is required.

Professional Education Courses: (6-12 semester hours)
(Should be chosen with the advice and approval of the graduate advisor. Refer to specific information in the major department or contact the Department of Leadership and Educational Studies.)

Electives/Other Courses:
(Should be chosen with the advice and approval of the graduate advisor.)

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

FOUNDATIONS OF EDUCATION (FDN)

Senior/Graduate Courses

4560. Measurement and Assessment/(2).F;S.
Basic course for elementary, secondary, and junior college teachers which stresses the construction and use of teacher-made tests.

4600. 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.

4800. 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. Open to graduates and seniors.

4810. 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. Open to graduates and seniors.

Graduate Courses

5000. Research in Education/(2-3).F;S.
A study of the various types of research and the logical organization of research and reporting. In addition to becoming acquainted with the primary educational resources for research, the student will develop a research proposal. Those taking the course for three semester hours credit will have additional exposure on statistical concepts involved in educational research.

5210. Current Issues Seminar in Educational Microcomputing/(3).On Demand.
A seminar dealing with current issues in using microcomputers in educational settings. Participants will explore these issues using the professional literature of the field and will choose a specific issue on which to do a detailed review of the literature to use in making recommendations for curricular development and change. Prerequisite: FDN 5000.

5220. Computers in Educational Settings/(2-3).F.
Exploration of the various roles of computers in instructional, service and clinical settings. Students enrolling for two credit hours must register for a one credit hour program area course. Students enrolling for three credit hours continue in FDN 5220 focusing on computer use in a program area. Prerequisite: competency in the use of the micro-computer and word processing or by permission of instructor.

5320. Telecommunications Technologies in Education/(3).F;S.On Demand.
The exploration of telecommunications in the learning environment, including attributes of learning activities that take advantage of telecommunications facilities, establishing and running learning activities using telecommunications technologies, types of technologies and networks available, setting up telecommunications connections, and maintaining telecommunications facilities.

5420. Hypermedia in Instruction/(3).F;S.On Demand.
Exploration of the various forms of hypermedia available to educators and their role in the learning setting. Particular attention will be given to the development of learning activites that take advantage of the hypermedia environment.

5500. Independent Study/(1-4).On Demand.

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.

5620. Integrating Computer Technology into Instruction/(3).F;S.On Demand.
The study of processes that facilitate the incorporation of computer capabilities into the K-12 school curriculum, including the identification of appropriate instructional settings for computer use and the means to

support teachers as they introduce the use of computers into the curriculum. Special emphasis will be placed on the development of the use of the computer as a tool that enables learning.

5720. Planning for Instructional Technology in Schools/(3).F;S.On Demand.
The development of technology plans for existing and future schools that incorporate current levels of technology and allow for the growth into new technologies. Included will be the evaluation of hardware and software and the development of networking systems.

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.

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.

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.

5870. Statistical Applications in Education/(2).F.
Advanced statistical methods and analysis as applied to education.

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 S/U basis.

5999. Thesis(3-4).On Demand.
For (077) Instructional Technology Specialist only. Graded on S/U basis.

6000. Seminar in Research Design/(1-3).F;S.
The application of research techniques in the investigation of educational problems. This course is of particular value in the definition and design of the research required for advanced graduate degrees.

6500. Independent Study/(1-4).On Demand.

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

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.

LEADERSHIP AND HIGHER EDUCATION (LHE)

Senior/Graduate Courses

4750. Planning and Conducting Adult Learning Experiences/(3).S.
An analysis of the role of the adult educator in planning and conducting experiences designed to facilitate particular learning outcomes. Special attention is given to the creation of a learning environment within which the adult educator works with individuals and groups.

4900. Internship/(2-6).F;S.
A teaching, training, or administrative internship in an appropriate educational setting under the direct supervision of experienced instructors and administrators. Students teach courses in vocational, technical, or human service programs and/or perform administrative, research, and training functions in area of adult and continuing education. Grade is on an S/U basis only.

4960. Government and Corporate Relations/(3).S.
This course will prepare students to: access

appropriate governmental, foundation, and corporation personnel; develop and utilize networks between a home organization and governmental contacts on a local, state, regional, and national level.

4970. Seminar on Community and Technical Colleges/(3).F.
Study and analysis of teaching, administrative, planning and leadership problems and issues related to community colleges, technical colleges, and technical institutes. Research of recent trends of two year colleges are studied. This course is also designed to complement the internship by assisting the students with course planning and development.

4980. Introduction to Adult and Community Education/(3).F.
The principal goal of this course is to give students an appreciation of the evolution of the concepts, philosophies, and programs of adult and community education. The course is intended to serve as an introduction of the numerous populations, agencies, and delivery systems involved in the process of providing lifelong learning experiences.

5010. Public School Administration/(3).F.
An introductory study of basic structure, organization, and philosophical theories and administration of public schools of the U.S.

5030. The Principalship/(3).S.
The purpose of this course is to help students better understand the functions and purposes of the principalship. Theories, principles, and practices applicable to the organizational components of schools will be emphasized.

5070. School-Based Evaluation/(3).S.On Demand.
This course is designed to help prospective school administrators learn the central role of assessment and evaluation as a part of their general leadership responsibilities in schools. The demands for school-based accountability coupled with the continuing need to justify allocation of resources make this course particularly important. Students will learn how to use evaluation as a tool to facilitate planning, decision-making, and allocation of scarce resources.

5180. Fiscal Operations and Resource Management/(3).F.On Demand.
This course is designed for entry-level school administrators at the school building level. It will provide an intense study of fiscal operations and management, maintenance and property control, and emergency planning. Emphasis will be placed on planning for emergencies and the development of staff utilization plans.

5250. Conflict Management in Educational Administration/(3).S.
Sources of conflict for the administrator are analyzed including communications and professional negotiations. Emphasis is placed on basic problem solving techniques.

5300. Community Education and the Public School Administrator/(2).On Demand.
Designed to familiarize the student with the variety of models of community education and community schools together with the underlying philosophy of each. Particular emphasis will be placed on the administration of community education from the point of view of the public school administrator.

5400. Guiding and Developing Human Resources in Schools/(3).S.On Demand.
This course is designed for entry-level school leaders, particularly the K-12 schools and certain post-secondary settings. The course will focus on the thinking and activities site-based leaders and managers bring to human resource development in K-12 schools and other educational settings.

5420. Community, Junior, and Technical Colleges/(3).F;S.
An analysis of public and private two-year educa-tional institution in the United States. An overview is given to the study of historical development, student characteristics, role of faculty and administration, curriculum and instructional development, adult education programs, and research in recent trends in these institutions.

5430. Organization and Administration of Postsecondary Education/(3).F.
A study of the concepts of organization and administration as applied to post-secondary educational institutions and agencies. Emphasis is placed on understanding

organizational structure and the functions of management in educational and agency environments.

5440. Instruction in Postsecondary Institutions/(3).F;S.
A study of various theories of instruction with emphasis on the merger of theory and practice in the development of learning strategies for higher education.

5451. Teaching Practicum in Higher Education/ (1-3).On Demand.
A course study designed specifically for graduate teaching assistants at Appalachian State University as part of a preservice and inservice instructional development program. Attention is given to specific problems and issues relating to teaching in higher education. Resources are drawn from the faculty of the department and disciplines represented on campus to help the teaching assistants improve their teaching skills.

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.

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

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.

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.

5700. Educational Leadership/(2-3).F.
A study of the process of leadership with activities designed to improve skill in planning, decision making, organizing, communicating, and evaluating. Research on leadership and the processes of implementing change will be analyzed.

5780. Grantsmanship in Education/(3).F;S.
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.

5800. Critical Inquiry and Thought in Educational Leadership/(3).F;S.On Demand.
This course is designed as a culminating course for the Master of School Administration program. The course examines current issues and problems that impact school administration. Emphasis is focused on administrative tasks, roles, and functions of educational leaders in schools. The course includes an in-depth review of contemporary trends that change or influence educational administration and governance.

5810. Planning Educational Programs/(3).F.
The principles and processes involved in programming, including basic theories and concepts supporting the programming process for adult clientele. Consideration will be given to determining needs for specific training in a community and developing programs appropriate to meet those needs.

5840. College Finance and Personnel Administration/(3).F.
A study of financial and personnel management principles as related to higher education. Consideration is given to sources of funds, budgeting, purchasing, and financial accountability in higher education. Personnel policies, issues, and problems relating to the educational management function are studied.

5870. The School Administrator in Contemporary Society/(3).On Demand.
This course is designed to study the school administrator's role in the context of contemporary society. Particular emphasis is placed on: the interrelationships that exist among institutions within a community, the changing attitudes of groups, of individuals, the traditional family, and educational agencies. The course is intended to provide the student with an appreciation of the current and

possible function of schools, agencies, and other societal institutions of educational delivery systems.

5890. Developmental Studies in Postsecondary Institutions/(3).F.
A study of the historical development, theoretical foundations, and important characteristics of effective developmental education programs in postsecondary institutions.

5900. Higher Education Internship/Field Study/ (2-8).F;S.
Supervised experiences of teaching and/or administration under the direction of competent personnel or study of problems in postsecondary educational institutions or other appropriate agencies. Offered on S/U basis for M.A. degree students.

5900. School Administration and Supervision Internship/Field Study/(2-8).F;S.
Supervised experiences of leadership and management under the direction of competent personnel or study of problems in a public school, public school system, or other appropriate agencies. Offered on S/U basis for MA/MSA degree students.

5990. The Law of Higher Education/(3).F.
An overview of the law as it affects the administrator in higher education. The accent is on learning general concepts and sources of the law and regulations. Additionally, students select individual problem areas for detailed study.

5999. Thesis/(2-4).F;S.
Graded on S/U basis.

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.

6050. Seminar in School Supervision/(2).On Demand.
A course for students preparing for positions as general county or city school supervisors. Includes methods of evaluating staff and the planning of staff development programs for the improvement of instruction.

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.

6300. Personnel Administration in Education/ (3).S.
This course will provide the student with a broad array of tools for administering the human resources in a school or school system. Particular attention will be paid to issues such as tenure, grievances, evaluation, interviewing, and recruitment. Appropriate statutory law will be examined.

6400. Administering Change in Education/ (3).F;S.
This seminar course is designed to assist school leaders in the process of leading and managing change in educational organizations. The content is appropriate for any practicing or aspiring educational leader who will face the dynamics of changing educational settings. The course will provide both conceptual and practical models for managing the change process. A primary focus will be placed on educational and instructional leadership.

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.

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.

6530-6549. Selected Topics/(1-4).On Demand.
Topics considered may include the following: Seminar in Educational Leadership; and Seminar in College Administration, etc.

6550. Seminar in Comparative Education/(2-3).S.
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.

6600. Seminar in Legal Problems/(3).S.
Current legal issues and problems related to organization and administration of public and private educational institutions.

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. Prerequisite: LHE 5440 or 5630 or consent of advisor.

6650. Seminar in Postsecondary Education/(3).S.
To provide an opportunity in which the student can integrate the knowledge and skills gained in the program of study. This is a summative experience which is designed to be incorporated toward the end of the graduate program and will emphasize the personal and professional development of post-secondary personnel. Prerequisites: LHE 6631, FDN 5861 or consent of advisor.

6700. Politics in Administration/(3).F.
Politics in Administration will focus on those less obvious processes that accompany the decision-making process. Particular attention will be paid to concepts such as power brokering, interdependence of agencies, and agency politics.

6850. General Education and the Liberal Arts in Higher Education/(3).F.
The purpose is to help the student develop an understanding of the concepts of the liberal arts and general education in higher education, a knowledge of their historical development in America, and an acquaintance with the current state of these programs in American Higher Education.

6900. Higher Education Internship/Field Study/(2-8).F;S.
Supervised experiences of teaching and/or administration under the direction of competent personnel or study of problems in post-secondary educational institutions or other appropriate agencies. Offered on S/U basis for Ed.S. degree students.

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 a public school, public school system, or other appropriate agencies. Offered on S/U basis for Ed.S. degree students.

6999. Educational Specialist Thesis/ (2-4).F;S.
Offered on S/U basis.

LIBRARY SCIENCE (LIB)

Graduate Courses

5010. Building Library and Media Center Collections/(3).F.On Demand.
Concepts and practices related to the process of building and managing library media center collections in public library and school library media centers, including an examination of selection tools and collection development issues such as censorship and copyright.

5020. Information Sources and Services/(3).F.On Demand.
An examination and evaluation of library reference materials and other information sources, print, audiovisual and electronic, used in support of information and recreational needs of youth and adults. Information seeking patterns and reference services are included.

5030. Cataloging and Classification/(3).S.On Demand.
The organization of print and non-print information resources in libraries and media centers according to the standards of Dewey classifcation, MARC format, and Sears subject headings. Microcomputer and other technology applications are used extensively in the process.

5040. Management of the School Library Media Center/(3).F.On Demand.
Management theory and managerial functions are investigated and applied to the school library media center as it fulfills its mission of instructional support to the school's curriculum.

5045. Administration of the Public Library/(3).F.On Demand.
Administration, organization, legal basis, services, history, and financing of the public library. Explores the role of today's public library, staffing and supervision, evaluation of programs and personnel, facilities, library automation, public relations, middle management, the director's role, working with trustees, and the major issues involved in administering the modern public library.

5050. Information and Management Technology in Libraries and Educational Media Centers/(3).S.On Demand.
Library automation and technology for administrative and instructional applications in libraries and media centers. Explores current and emerging technologies including computers, CD-ROM, video, telecommunications, interactive video, and multimedia, relating them to the instructional, bibliographic and administrative roles of the educational and public library media specialist.

5080. The School Library Media Program/(3).F.On Demand.
Concepts and current practices related to the planning, implementing, and evaluating of a school media program as an integral part of a school curriculum, including its history and development.

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. Prerequisites: LIB 5020, 5030, 5050.

5140. Online Information Sources and Services/(3). On Demand.
Investigation of methods, materials, and problems of online information services. Techniques and methodologies are examined. Hands-on experience in online searching of the literatures of various fields. Prerequisites: LIB 5020, 5030, 5050.

5150. Library Services to Youth/(3).F.On Demand.
This course presents the organizational structures found in public and other types of libraries to provide services to children and young adults, including the why, how, and by whom such services are provided. Emphasis is placed on the management responsibilities for assuring quality service to these clientele.

5160. Critical Evaluation of Library Media for Young Adults/(3).F.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.

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.

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.

5190. Critical Evaluation of Library Media for Children/(3).F.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.

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.

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: 5020, 5030, 5050, or permission of the instructor.

5220. Introduction to Information Science/(3).On Demand.
Survey of developments, basic concepts, and methodologies. Emphasis is on the basic theories and the structure and dynamics of information flow, the structure of literature and documents. Tools and techniques for organization of information will be studied. The relationship of information science to librarianship and other disciplines will be examined. Prerequisites: LIB 5020, 5030, 5050.

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, 5030, 5050, or permission of the instructor.

5250. Evaluation and Selection of Educational Computer Software and Hardware/(3).S.
A study and application of the criteria and recommended practices and procedures involved in evaluating and selecting microcomputer software and hardware for instructional uses and for building library-media collections.

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.

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.

5400. Seminar/(3).S.

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

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.

5900. Internship/Practicum/(1-6).F;S.
Planned and supervised observation and practice in an approved library or other information service agency. A 45-hour field experience for each semester hour of credit to be earned will be planned by the student in conjunction with supervising librarian and university supervisor. Placement is made only with advice and approval of advisor. Graded on S/U basis.

5999. Thesis/(2-4).F;S.
Graded on S/U basis.

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.

6020. Advanced Reference: Sources and Services/ (3).S.On Demand.
An advanced course designed to explore the various aspects of contemporary reference

services provided by information professionals. Includes a survey of manual and computer reference sources and issues related to reference services. Some practical reference experience provided in a public or an academic library setting.

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.

6500. Independent Study/(1-4).F;S.

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

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 S/U basis. The course can be repeated for credit.

Department of Management

Chairperson: Schoenfeldt
Graduate Faculty: Daly, Fox, Goddard, Hindman, Minton, Peterson, Schoenfeldt, Villanova

The Department of Management offers coursework at the graduate level which forms a part of the MBA degree program (see MBA program description, pages 102-105). Prerequisite to graduate study is admission to the MBA program or permission of the Assistant Dean for Graduate Studies and External Programs in the Walker College of Business.

The department also participates in a program leading to the Master of Arts degree in Industrial-Organizational Psychology & Human Resource Management.

MASTER OF ARTS IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY AND HUMAN RESOURCE MANAGEMENT

Prerequisites: A baccalaureate degree from an accredited college or university;

PSY	1200	General Psychology	3
STT	2810	Statistical Methods I	3

Hours: 46 semester hours

Required Courses:

Management Core:

MGT	5010	Organizational Behavior	3
MGT	5040	Employment and Workplace Regulation	3
MGT	5160	Strategic Human Resource Management	3
		SUBTOTAL HOURS	**9**

Psychology Core:

PSY	5020	Research Methods in Psychology	3
PSY	5030	Quantitative Methods in Psychology	3
PSY	5150	Pro-Seminar I: Biopsychology and Learning	3
PSY	5200	Pro-Seminar II: Social and Developmental Psychology	3
		SUBTOTAL HOURS	**12**

Functional Interdisciplinary Core:

MGT	5065	Organizational Development	3
MGT	5660	Staffing	3
MGT	5661	Measurement of Work Performance and Attitudes	3
MGT	5671	Training and Development	3
		SUBTOTAL HOURS	**12**

Other Courses:

MGT	5900	Internship	4
OR			
PSY	5500	Independent Study	4
OR			
PSY	5999	Thesis	4
OR			
PSY	6900	Internship	4
		SUBTOTAL HOURS	**4**

Electives 9

SUBTOTAL HOURS **9**

TOTAL HOURS **46**

Thesis: Optional

Language Proficiency: Will be met by completion of PSY 5020

Comprehensive: Each candidate will satisfactorily complete a comprehensive examination administered by the departmental advisor.

(For a description of the course abbreviations used in the following list of courses, see pages 69-70).

MANAGEMENT (MGT)

Senior/Graduate Courses

4510. Senior Honors Thesis/(3).On Demand. Independent study and research project directed by departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the senior year as a final requirement for graduation with honors in business and includes a formal presentation to the college faculty.

4530-4549. Selected Topics/(1-4).On Demand.

4570. Compensation and Human Resource Management Systems/(3).F;S.
This course presents practical tools, methods, and a systems perspective to help advance students' understanding of human resource management. The course covers compensation, benefits and related human resource functions such as performance appraisal, job analysis and selection practices. Prerequisite: MGT 3620 or MGT 3020.

4630. Labor Relations/(3).F;S.
A study of labor-management relations with emphasis on management's relations with organized labor. Lecture, discussion and cases are used to study the reasons employees join unions, the laws that apply, and the process of working out a labor contract after it is negotiated. Prerequisites: MGT 3620, 3020, or permission of instructor.

4700. Organization Theory/(3).F;S.
The development and maintenance of organizational effectiveness are studied in terms of environmental effects, systems aspects, communications, structure, and the dynamics of problem solving, goal setting, politics, conflict, and governance. Organizations are treated as behavioral units from the macro perspectives of general managers and organization planners. Prerequisite: MGT 3630 or MGT 3010.

4750. Business Policy/(3).F;S.
Comprehensive analysis of administrative policy making from a total organizational point of view; use of case analysis and simulation to develop integrative decision skills. Prerequisites: all College of Business core courses. (This course may not be taken on an individual study basis.)

4770. Social Responsibilities of Management/ (3).F;S.
A study of the economic, legal, political, and social environment within which business process takes place; how such environment affects the decisions managers must make. Prerequisite: MGT 3630 or MGT 3010.

4810. Seminar/(0-3).On Demand.

Graduate Courses

5010. Organizational Behavior/(3).F.
A micro approach to organizations focusing on the individuals within organizations as the relevant unit of analysis. Topics examined include: personality, perception, motivation, attribution, leadership, power, decision

making, and small groups and small group processes. Prerequisite: Admission to a College of Business Graduate Program or permission of the Assistant Dean for Graduate Studies and External Programs, Walker College of Business.

5020. Applied Organization Theory/(3).F.
A macro approach to organizations focusing on the structures and processes within aggregated organizational social systems. The behaviors of members of subsystems, organizations and their environments are explored. Topics examined include: organizational culture and structure, organization environment relations, organizational technology, organizational bureaucracy and size, organizational politics, intergroup relations and conflict, and organizational effectiveness and renewal. Prerequisites: Admission to the MBA Program; MGT 5010 or its equivalent approved by the Assistant Dean for Graduate Studies and External Programs, Walker College of Business.

5030. Organizational Communication/(3).F;S.
This course is designed to explore theories and practical applications of the conduct and management of multi-level communications in organizational settings. The course provides an overview of skills and activities addressing communication as a necessary managerial skill. The course will relate theoretical concepts and empirical research to applied settings using a combination of lectures, case analyses, readings, and exercises. Prerequisite: graduate standing.

5040. Employment and Workplace Regulation/(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.

5065. Organizational Development/(3).F.
A study of the processes by which behavioral science knowledge and practices are used to help organizations achieve greater effectiveness. Emphasis on the nature, history, assumptions, strategies and models, intervention techniques, and ramifications of organizing development. (Same as PSY 5065.)

5150. Behavioral Applications in Business/(3).F;S.
This course aims to give the student practice in applying concepts and techniques useful in solving managerial, organizational and human behavior problems. It will highlight current research and theoretical background in social sciences oriented to the solutions of business problems. Prerequisite: graduate standing.

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.

5450. New Venture Management/(3).S.
An examination of the requisites associated with successful development and implementation of innovative strategies and new ventures in both entrepreneurial and intrepreneurial 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 5180; FIR 5020.

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

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

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.)

5661. Measurement of Work Performance and Attitudes/(3).S.
An in-depth treatment of applied psychometric theory and techniques as applied to the

measurement of work behaviors and outcomes. Course emphasizes performance appraisal and also includes a review of work-related attitude measures such as job satisfaction, organizational climate, job involvement, etc. (Same as PSY 5661.)

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 PSY 5671.)

5730. Small Business Institute/(3).S.
The Small Business Institute provides graduate students an opportunity to act in a consulting capacity, under faculty supervision, in an operating small business. The purpose is to provide an experiential learning opportunity generally not available in the classroom. Each student is assigned to a business and is responsible for determing 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.

5750. Organizational Strategy and Policy/(3).S.
The study of current research findings, regarding the dynamics, principles, and practices involved in formulating business and other organizational policies and strategies, and the application of these concepts to actual and simulated issues and problems. Prerequisites: Admission to the MBA Pro-gram and completion of 27 hours of graduate course work.

5900. Internship/(4).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 S/U basis.

HEALTH CARE MANAGEMENT (HCM)

Senior/Graduate Courses

4510. Senior Honors Thesis/(3).On Demand.
Independent study and research project directed by departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the senior year as a final requirement for graduation with honors in business and includes a formal presentation to the college faculty.

4530-4549. Selected Topics/(1-4).On Demand.
Prerequisite: HCM 3950, or permission of instructor.

4550. Health Care Policy/(3).F;S.
The course will examine the process by which health care policy is formulated and implemented. Specific examples of major health policy issues will be drawn from federal and state sectors and will focus on personnel, financing and health care program development. Other critical policy issues to be examined through case studies will include genetic engineering, organ transplanatation and service competition. The impact of health care policy will be examined through site visitation at institution or program levels. Prerequisite: HCM 3110, 3130, 3950.

4560. Issues in Health Care Administration/(3).F.
An examination of topical environmental and managerial issues having current impact on the health care industry, with particular emphasis upon administrative implications.

4570. Health Care Financing/(3).F.
This course focuses on a variety of public and private third party mechanisms for financing health care services. A review shall be made of the various trends and constraints associated with each mechanism. Particular attention shall be paid to the role of private health insurance and government reimbursement mechanisms for health services. Prerequisites: HCM 3110, 3130, FlR 3680, or permission of instructor.

4580. Health Services Program Evaluation and Research/(3).S.
This course shall involve an overview of the fundamentals of health services program evaluation and research. Included are the techniques of program evaluation and an overview of the wide variety of methodological approaches currently being taken within the field of health services research to study and understand fundamental health care issues and problems. Prerequisites: HCM 4570, ECO 2200 or permission of instructor.

4910. Seminar: Hospital and Health Law/(3).On Demand.
This course is designed to provide students with a background in health and hospital law principles. Particular emphasis is placed on the basis of liability of public and private hospitals, other health care service organizations, and health care personnel. Other topics include contracts, torts, duties, and administrative agency regulations unique to health care services organizations. (Same as FIR 4910.)

HOSPITALITY MANAGEMENT (HOS)

Senior/Graduate Courses

4510. Senior Honors Thesis/(3).On Demand.
Independent study and research project directed by departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the senior year as a final requirement for graduation with honors in business and includes a formal presentation to the college faculty.

4530-4549. Selected Topics/(1-4).On Demand.

4810. Hospitality Management Seminar/(3).On Demand.
An integrative and applied hospitality management course allowing students to exercise analytical and decision making skills through projects, cases and simulation exercises. An in-depth discussion of critical issues affecting the hospitality industry. Prerequisites: HOS 2000, 3700, or 3800.

Department of Marketing

Chairperson: Boya
Graduate Faculty: Aldridge, Boya, Clopton, Dotson, Garber, Guy, Hyatt, Patton

The Department of Marketing offers course work at the graduate level which forms a part of the MBA degree program (see MBA program description, pages 102-105). Prerequisite to graduate study is admission to the MBA program or permission of the Assistant Dean for Graduate Studies and External Programs, Walker College of Business.

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

Senior/Graduate Courses

4510. Senior Honors Thesis/(3).On Demand. Independent study and research project directed by departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the senior year as a final requirement for graduation with honors in business and includes a formal presentation to the college faculty.

4530-4549. Selected Topics/(1-4).On Demand.

4550. International Marketing/(3).F;S. An analysis of cultural, legal, political, and economic factors affecting marketing in world markets. Emphasis is placed upon the differences in life styles, beliefs, attitudes, behaviors, and their influence upon the marketing decisions of the foreign firm. Prerequisites: MKT 3050 with a minimum grade of "C" (2.0) and senior standing.

4610. Consumer Behavior/(3).F;S. An examination of the psychological, sociological, and economic theories of buyer behavior. This is followed by analysis of the major current and classical empirical research studies designed to test the different theories of buyer behavior. Prerequisites: MKT 3050 with a minimum grade of "C" (2.0) and senior standing.

4810. Seminar/(1-3).On Demand.

Graduate Courses

5010. Marketing Management/(3).F. An introductory graduate marketing course which will emphasize an ethical managerial approach to the elements of the marketing mix and will familiarize students with the interaction of marketing with other business activities in U.S. and foreign businesses. Prerequisite: Admission to a College of Business Graduate Program or permission of the Assistant Dean for Graduate Studies and External Programs, Walker College of Business.

5020. Marketing Strategies and Applications/(3).S. A rigorous applications-oriented course designed to foster an in-depth understanding of the role of marketing in the firm and its impact on the planning process both in the U.S. and abroad. Through case analysis, simulations and/or business projects, the student will develop solutions for marketing-oriented problems of the firm including the ethical considerations of marketing. Prerequisites: Admission to the MBA Program; MKT 5010 or equivalent approved by the Assistant Dean for Graduate Studies and External Programs, Walker College of Business.

5045. Marketing Research and Information Systems/(3).S. An examination of the techniques and procedures involved in the collection, processing, analysis and organization of marketing information both in the U.S. and abroad. Emphasis is placed on how information is stored, disseminated, and used in order that the firm can formulate marketing strategies and develop marketing plans. An ethical perspective will be stressed. Prerequisites: Admission to the MBA Program, Walker College of Business; MKT 5020; CIS 5180; FIR 5020.

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

Department of Mathematical Sciences

Chairperson: Smith
Graduate Faculty: Anderson, Arnholt, Bauldry, Crocker, Curd, Durham, Early, Ensey, Goodman, Hancock, J. Harris, M. Harris, H. Hirst, J. Hirst, Kader, A. Kitchens, L. Kitchens, Kosmala, Lane, Long, McGalliard, Mossinghoff, Norris, Perry, Rhoads, Richardson, Russell, Smith

The Department of Mathematical Sciences offers graduate programs which are designed to prepare graduates for careers in business, industry, and government; teaching at the secondary and community, junior and technical college levels; as well as preparation for further study at the Ph.D. level.

Programs emphasize broad training in the mathematical sciences with work in statistics, computing, and applied mathematics in addition to core mathematics.

The following degree programs are offered:
(1) Master of Science in Computer Science
(2) Master of Arts in Mathematics, Education, with a concentration in Secondary School Teaching
(3) Master of Arts in Mathematics, General

MASTER OF SCIENCE IN COMPUTER SCIENCE

Prerequisites: A baccalaureate degree from an accredited college or university is required; GRE scores or MAT score and approval of the Admissions Committee and the chairperson of the department are required. Students entering the computer science graduate program must have completed course work in:
1. Advanced programming in a high level language.
2. Discrete mathematics.
3. Introductory theoretical computer science.
4. Data structures.
5. Assembly language.
6. Computer hardware and software architecture.
7. Two semesters of calculus.
8. Matrix or linear algebra.
9. Calculus based probability and/or statistics.

In special circumstances, students who have not fulfilled some of these requirements may be admitted conditionally, in which case the Department will prescribe a program for satisfying the admission conditions.

Hours: **30** semester hours

Required Courses:

C S	4520	Operating Systems	4
C S	4667	Software Engineering	3
C S	5100	Seminar in Computer Science	1
C S	5110	Design and Analysis of Algorithms	3
C S	5483	Computer Architecture	3
		SUBTOTAL HOURS	**14**

Approved Computer Science Electives 10-12
(Computer Science electives at the 4500 level or higher to complete the 30 hours. At least 20 of the 30 hours must be at the 5000 level.)

SUBTOTAL HOURS **10-12**

Thesis: Required

C S	5999	Thesis	4-6
		TOTAL HOURS	**30**

Language Proficiency: None required

Comprehensive: A written comprehensive examination on the required courses (except 5999) and an oral defense of the thesis.

MASTER OF ARTS IN MATHEMATICS, EDUCATION

Concentration: Secondary School Teaching

Prerequisites: A baccalaureate degree from an accredited college or university with a major in mathematics; a North Carolina "A" license or its equivalent from another state.

Hours: **34** semester hours with thesis; **36** semester hours without thesis

Required Courses:

(A) **Non-thesis option:**

***Acceptable courses in mathematics** 24
(At least 12 hours must be at 5000 level)

Professional Education Requirements:
Secondary School Teaching 9
(For detailed requirements, see the Department of Curriculum and Instruction description. Courses must be selected with the advice and approval of the graduate advisor.)

SUBTOTAL HOURS **33**

Electives 3

TOTAL HOURS **36**

(B) **Thesis option:**

***Acceptable courses in mathematics** 22
(Includes thesis with at least 12 hours at 5000 level)

Professional Education Requirements:
Secondary School Teaching 9
(For detailed requirements, see the Department of Curriculum and Instruction description. Courses must be selected with the advice and approval of the graduate advisor.)

SUBTOTAL HOURS **31**

Electives 3

TOTAL HOURS **34**

Thesis: Optional

Language Proficiency: None required

Comprehensive: Written and oral examinations are required

*Determined by Graduate Advisory Committee

MASTER OF ARTS IN MATHEMATICS, GENERAL

EMPHASIS: Applied Mathematics

Prerequisites: A baccalaureate degree from an accredited college or university is required. Other prerequisites for this program are undergraduate courses in linear algebra, calculus-based probability, computer programming, and differential equations. Deficiencies may be removed after entering.

Hours: 36 semester hours

Required Courses:

MAT	5230	Linear Algebra	3
MAT	5310	Numerical Analysis with Computer Applications	3
MAT	5620	Analysis II	3
		SUBTOTAL HOURS	**9**

Twelve hours of applied mathematics from the following:

MAT	5160	Complex Variables	3
MAT	5330	Mathematical Models	3
MAT	5340	Introduction to Operations Research	3
STT	4830	Linear Regression Models	4
STT	4865	Mathematical Statistics II	3
		SUBTOTAL HOURS	**12-13**

Approved electives in mathematical sciences 14-15
(Fifteen hours if STT 4830 is not taken as one of above options or fourteen hours if STT 4830 is taken as one of the above options)
SUBTOTAL HOURS **14-15**

Electives may include a group in Computer Science consisting of nine hours of approved computer science courses including:

C S	4520	Operating Systems	4
OR			
C S	4630	Programming Language Translation	4
		TOTAL HOURS	**36**

Thesis: None required

Language Proficiency: Demonstrated proficiency in computer science, statistics, or another academic area, subject to the approval of the academic graduate committee in mathematics.

Comprehensive: Written and oral examinations are required

EMPHASIS: General

Prerequisite: A baccalaureate degree from an accredited college or university with the equivalent of an undergraduate major in mathematics.

Hours: 30 semesters with thesis; **36** semester hours without thesis

Required Courses:

(A) Non-thesis option:

***Acceptable courses in mathematics** 30
(At least 15 hours at 5000 level including the following 12 hours:)

MAT	4710	Introduction to Topology	3

OR			
MAT	4720	Abstract Algebra	3
AND			
MAT	5230	Linear Algebra	3
MAT	5610	Analysis I	3
MAT	5620	Analysis II	3
		SUBTOTAL HOURS	**12**
Math Electives			18
Other Electives			6
		TOTAL HOURS	**36**

(B) Thesis option:

***Acceptable courses in mathematics** 26

(Includes thesis with at least 15 at 5000 level including the following 13-16 hours:)

MAT	4710	Introduction to Topology	3
OR			
MAT	4720	Abstract Algebra	3
AND			
MAT	5230	Linear Algebra	3
MAT	5610	Analysis I	3
MAT	5620	Analysis II	3
MAT	5999	Thesis	1-4
		SUBTOTAL HOURS	**13-16**
Math Electives			10
Other Electives			4
		TOTAL HOURS	**30**

Thesis: Optional

Language Proficiency: Demonstrated proficiency in computer science, statistics, or another academic area, subject to the approval of the academic graduate committee in mathematics.

Comprehensive: Written and oral examinations are required

*Determined by the Graduate Advisory Committee

NOTE:
During the first semester of coursework, the candidate will meet with the Graduate Advisory Committee to design a program of study. Any subsequent changes in the program are made with the counsel and approval of this committee.

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

MATHEMATICS (MAT)

Senior/Graduate Courses

4510. Senior Honors Thesis/(3).F;S.
Independent study and research. Thesis directed by a member of the Department of Mathematical Sciences. Prerequisite: Completion of MAT 3510 and a 3.45 GPA average in mathematics. Enrollment by invitation of the Departmental Honors Committee.

4560. Methods of Applied Mathematics/(3).F. Odd numbered years.
The content may vary depending on the instructor. Suggested topics are: Fourier series; Sturm-Liouville problems; special functions and transforms; partial differential and nonlinear differential equations with applications; numerical methods. Prerequisites: MAT 3130 with MAT 3220 recommended. Knowledge of computers might be helpful.

4570. Advanced Differential Equations/(3).F. Even numbered years.
Usual topics include: power series solutions; special functions; methods and theory of systems; existence and uniqueness theorems and continuations of solutions; Sturm theory; nonlinear differential equations; numerical methods. Prerequisites: MAT 2240, 3130, with MAT 3220 recommended.

4580. Partial Differential Equations/(3).Odd-numbered years.
Topics include: classification and properties of elliptic, hyperbolic, and parabolic equations; separation of variables; Laplace and Fourier transforms; initial and boundary value problems; eigenfunction expansions; solution of Laplace, wave and heat equations; and solitons. Prerequisite: MAT 3130. MAT 3220 recommended.

4610. Foundations of Geometry/(2).SS.
A treatment of projective geometry including both the synthetic and the analytic approach. Also to be considered is a study of the relation of Euclidean, affine and hyperbolic geometries to projective geometry. Prerequisites: MAT 2240 and 3610.

4710. 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.

4720. Abstract Algebra/(3).F.
A study of group theory including quotient groups, the fundamental theorem of finite Abelian groups, and the Sylow theorems. Includes an introduction to rings with emphasis on Euclidean rings and other principal ideal domains. Prerequisite: MAT 3110 or permission of the instructor.

4910. Informal Geometry/(3).F.
An informal treatment of all aspects of geometry. The topics considered include congruence, measure of segments and angles, constructions, parallels and parallelograms, similarity, space geometry, areas and volumes, and measurements related to circles. Prerequisite: MAT 3910 or 3920 or permission of the instructor.

4930. Basic Concepts of Probability and Statistics/(3).S.
This course examines the concepts underlying the elementary and middle school curriculum in probability and statistics. Probability models will be studied using both mathematical approaches and simulations. Statistics will be presented as a problem solving process involving question formulation, data collection, data analysis and the interpretation of results. Prerequisite: MAT 3910 or 3920 or permission of instructor.

4990. Numerical Linear Algebra/(3).S.Odd-numbered years.
Methods for solving systems of linear equations with an emphasis on large, sparse systems. LU factorization including storage schemes, graph theory, ordering algorithms, and block factorization. Iterative methods including Jacobi, SOR, and conjugate gradient. Eigenvalue methods including power method, QR factorization, and Lanczos methods. Parallel matrix computations. Prerequisite: MAT 4310. (Same as CS 4990).

Graduate Courses

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.

5220. Ring Theory/(3).On Demand.
A study of rings including Euclidean and polynomial rings. Modules on Euclidean rings will be emphasized. Included will be an introduction to fields and field extensions. Prerequisite: MAT 4720 or permission of instructor.

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 or 3110.

5310. Numerical Analysis with Computer Applications/(3).F.Even-numbered years.
A study of methods of solving systems of linear and non-linear equations, differential equations and numerical integrations with emphasis on convergence properties and error analysis. Prerequisites: Linear Algebra, Real Variables, Computer Programming. CS 1400 or 1440, MAT 2240; Corequisite: 5610. (Same as CS 5310.)

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 1400 or 1440 and background in at least two of the utilized tools.

5340. Introduction to Operations Research/(3).F. Odd-numbered years.
Begins with a thorough study of linear programming including duality and sensitivity analysis, after which the transportation and assignment problems will be studied. As time allows, topics from game theory and network analysis will be covered.

5500. Independent Study/(1-3).F;S.
Prerequisite: 12 hours of graduate mathematics.

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

5610. Analysis I/(3).F.
A rigorous treatment of sequences, series, basic topology, continuity, and differentiation. Prerequisite: MAT 4220 or permission of instructor.

5620. Analysis II/(3).S.
A continuation of MAT 5610, including a rigorous development of the Riemann-Stieltjes integral, sequences and series of functions, functions of several variables, and Lebesgue theory. Prerequisite: MAT 5610 or permission of instructor.

5720. Topology/(3).S.
A study of topology to include such topics as general product spaces, complete metric spaces, compatifications, embedding, metrization theorems, and quotient spaces. Prerequisite: MAT 4710.

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.

5920-5921. Linear Algebra for Teachers/(2-2).SS. (Odd numbered years).
A study of elementary concepts of linear algebra extending to a rigorous level of algebraic proof. Prerequisite: Undergraduate major in mathematics.

5930-5931. Analysis for Teachers/(2-2).SS. Odd numbered years.
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.

5941. Microcomputer Programming for Secondary Schools/(3).SS.
Students will use the BASIC programming language to apply microcomputers to a number of areas, such as graphics, word-processing, data management, sorting and simulations. Some previous exposure to computing is helpful but not required. Prerequisite: Undergraduate mathematics major or permission of the instructor.

5970. Number Theory Concepts/(3).SS.
Designed primarily for secondary teachers, this course is a study of the traditional number theory concepts and theorems with special

attention to those of significance to the high school curriculum. Emphasis will be on the historical as well as the theoretical development of the subject. Prerequisites: Undergraduate major in mathematics; MAT 3250, or permission of instructor.

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.

5999. Thesis/(1-4).F;S.
Graded on S/U basis only.

COMPUTER SCIENCE (C S)

Senior/Graduate Courses

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

4550. 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.

4570. Human-Computer Interfaces/ (3).S.Even numbered years.
This course covers topics related to the design, implementation, and evaluation of human-computer interaction (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.

4620. Real-time Systems/(4).S.Odd numbered years.
Real-time hardware and software. Data acquisition and data reduction. Real-time algorithms and data structures. Advanced programming topics including buffering, input-output, and interrupts. Lecture three hours, laboratory three hours. Prerequisite: CS 3482.

4630. 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. Prerequisites: CS 3482, CS 3490.

4667. 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.

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

4990. Numerical Linear Algebra/(3).S.Odd-numbered years.
Methods for solving systems of linear equations with an emphasis on large, sparse systems. LU factorization including storage schemes, graph theory, ordering algorithms, and block factorization. Iterative methods including Jacobi, SOR, and conjugate gradient. Eigenvalue methods including power method, QR factorization, and Lanczos methods. Parallel matrix computations. Prerequisite: MAT 4310. (Same as MAT 4990).

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.

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.

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.

5310. Numerical Analysis With Computer Applications/(3).F.Even-numbered years.
A study of methods of solving systems of linear and non-linear equations, differential equations and numerical integrations with emphasis on convergence properties and error analysis. Prerequisites: linear algebra, real variables, computer programming (CS 1400 or 1440). Corequisite: MAT 5610. (Same as MAT 5310.)

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.

5450. Computer Networking/(3).S.Even-numbered years.
Computer network architectures and protocols. The OSI model. Specification, modeling, analysis, and implementation of protocols. Prerequisite: CS 4520.

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.

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.

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.

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 instructor.

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 4520.

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 4570.

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 4667.

5989. Master's Research/(1-9).F;S.
Designated to provide time for research on the thesis. May be repeated for a maximum of nine hours, none of which count toward the degree. Graded on S/U basis only.

5999. Thesis/(4-6).F;S.
Prerequisite: departmental approval. Graded on S/U basis only.

STATISTICS (STT)

Senior/Graduate Courses

4820. Design and Analysis of Experiments/(3).F.Odd-numbered years.
The course begins with a review of sampling, sampling distributions, and simple comparative experiments. Single factor experiments with both fixed and random effects are considered. Designs illustrated include randomized blocks, latin squares and factorial experiments. Mixed models and rules for expected mean square are presented. Model adequacy, sample size considerations, power determinations and restrictions on randomization procedures are discussed. The use of statistical software packages is integrated throughout the course. Prerequisite: STT 3820, or permission of instructor.

4830. Linear Regression Models/(4).S.
An introduction to least squares estimation in simple and multiple regression models. The matrix approach is used in the more general multiple regression model. Considerable attention is given to the analysis of variance, aptness of the model tests, residual analysis, the effects of multicollinearity, and variable selection procedures. Prerequisites: MAT 2240 and STT 3820.

4860. Mathematical Statistics I/(3).F.
An introduction to the mathematical principles of statistical inference. Topics include a study of sampling theory, point and interval estimation, and hypothesis testing. Prerequisite: STT 4250 and MAT 2130.

4865. Mathematical Statistics II/(3).S.Odd-numbered years.
A study of mathematical statistics to include such topics as sampling distributions, consistency, best asymptotic normal estimators, sufficiency, maximum likelihood estimation, Bayes' estimators, confidence intervals and tests of hypotheses. Prerequisite: STT 4860.

4870. Senior Seminar in Statistics/(1).On Demand.
A course designed to provide majors in statistics and other related fields the opportunity to study statistics problems from a variety of sources and to examine their statistical analyses. The emphasis will be on the oral and written presentations of statistical results. The course should prepare the student for making the transition from academic courses to statistical practice. Students taking this course should have completed most of the courses offered in the statistics curriculum. Prerequisite: permission of the instructor.

Graduate Courses

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

School of Music

Dean: Unsworth
Graduate Faculty: Amaya, Beebe, Falvo, Gora, Harbinson, Hopkins, Jackson, James, Kindt, Lurie, Mansure, McCloud, McKinney, Meister, Miller, Muegel, Parker, Paul, Pedigo, Phelps, Reynerson, Rose, Unsworth, Van Ausdal, White

The School of Music offers the following degree programs:

(1) Master of Music degree with a major in Music Education with four concentrations for those students who desire a course of study in music teaching leading to a North Carolina "G" license:
   (a) Band Directing
   (b) Choral Directing
   (c) General Music
   (d) General Music Education

(2) Master of Music degree with a major in Music with twenty-one concentrations:
   (a) Performance/Bassoon
   (b) Performance/Cello
   (c) Performance/Clarinet
   (d) Performance/Flute
   (e) Performance/French Horn
   (f) Performance/Guitar
   (g) Performance/Harp
   (h) Performance/Oboe
   (i) Performance/Organ
   (j) Performance/Percussion
   (k) Performance/Piano
   (l) Performance/Saxophone
   (m) Performance/String Bass
   (n) Performance/Trombone
   (o) Performance/Trumpet
   (p) Performance/Tuba
   (q) Performance/Viola
   (r) Performance/Violin
   (s) Performance/Voice
   (t) Performance/Euphonium
   (u) Music Composition

MASTER OF MUSIC DEGREE IN MUSIC EDUCATION

Concentration: Band Directing

Prerequisites: A baccalaureate degree from an accredited college or university with a major in music; a North Carolina "A" license or its equivalent from another state; proficiency in music theory, music history/literature, music performance and music education.

Hours: 36-38 semester hours

Required Courses:

MUS	4600	Analytical Techniques	3
MUS	5006	Philosophy of Music	3
MUS	5007	Music Bibliography	2
MUS	5008	Music Research	2
MUS	5013	History of Musical Style	3
MUS	5021	Instrumental Techniques	4
MUS	5024	Concert Band Literature	3
MUS	5030	Advanced Conducting	3
MUS	5035	Clinical Experience in Music	1+1=2
MUS	5997	Practicum Experience	2
OR			
MUS	5998	Master of Music in Performance Recital	2
OR			
MUS	5999	Thesis	2-4
		SUBTOTAL HOURS	**27-29**

Music Electives			1-3
		SUBTOTAL HOURS	**1-3**

Professional Education Requirements:

FDN	5840	Social and Philosophical Foundations of Education	3
C I	5060	Curriculum Planning	3
OR			
PSY	5555	Advanced Educational Psychology	3
OR			
PSY	5560	Child Psychology	3
OR			
PSY	5565	Adolescent Psychology	3
		SUBTOTAL HOURS	**6**
		TOTAL HOURS	**36-38**

Thesis: Optional

Language Proficiency: None required

Comprehensive: Written and oral examinations will be given

MASTER OF MUSIC DEGREE IN MUSIC EDUCATION

Concentration: Choral Directing

Prerequisites: A baccalaureate degree from an accredited college or university with a major in music; a North Carolina "A" license or its equivalent from another state; proficiency in music theory, music history/literature, music performance, music education, and conducting.

Hours: 36-38 semester hours

Required Courses:

MUS	4600	Analytical Techniques	3
MUS	5006	Philosophy of Music	3
MUS	5007	Music Bibliography	2
MUS	5008	Music Research	2
MUS	5013	History of Musical Style	3
MUS	5020	Choral/Vocal Techniques	4
MUS	5023	Choral Masterworks	3
MUS	5030	Advanced Conducting	3
MUS	5035	Clinical Experience in Music	1+1=2
MUS	5997	Practicum Experience	2
OR			
MUS	5998	Master of Music in Performance Recital	2
OR			
MUS	5999	Thesis	2-4
		SUBTOTAL HOURS	**27-29**

Music Electives			1-3
		SUBTOTAL HOURS	**1-3**

Professional Education Requirements:

FDN	5840	Social and Philosophical Foundations of Education	3
C I	5060	Curriculum Planning	3
OR			
PSY	5555	Advanced Educational Psychology	3
OR			
PSY	5560	Child Psychology	3
OR			
PSY	5565	Adolescent Psychology	3
		SUBTOTAL HOURS	**6**
		TOTAL HOURS	**36-38**

Thesis: Optional

Language Proficiency: None required

Comprehensive: Written and oral examinations will be given

MASTER OF MUSIC DEGREE IN MUSIC EDUCATION

Concentration: General Music

Prerequisites: A baccalaureate degree from an accredited college or university with a major in music; a North Carolina "A" license or its equivalent from another state; proficiency in music theory, music history/literature, music performance, and music education.

Hours: 36 semester hours

Required Courses:

MUS	4600	Analytical Techniques	3
MUS	5006	Philosophy of Music	3
MUS	5007	Music Bibliography	2
MUS	5008	Music Research	2
MUS	5013	History of Musical Style	3
MUS	5035	Clinical Experience in Music	1+1=2
MUS	5040	Current Trends and Critical Issues in Music Education	3
OR			
MUS	5041	The Comprehensive Music Curriculum	3
MUS	5997	Practicum Experience	2
OR			
MUS	5999	Thesis	4
		SUBTOTAL HOURS	**20-22**
Music Electives			4-6
		SUBTOTAL HOURS	**4-6**

Professional Education Requirements:

C I	5060	Curriculum Planning	2
FDN	4560	Measurement and Assessment	2
FDN	5840	Social and Philosophical Foundations of Education	3
AND			
PSY	5560	Child Psychology	3
OR			
PSY	5565	Adolescent Psychology	3

OR			
PSY	5590	Evaluation of Exceptional Children	3
		SUBTOTAL HOURS	**10**
		TOTAL HOURS	**36**

Thesis: Optional

Language Proficiency: None required

Comprehensive: Written and oral examinations will be given

MASTER OF MUSIC DEGREE IN MUSIC EDUCATION

Concentration: General Music Education

Prerequisites: A baccalaureate degree from an accredited college or university with a major in music; a North Carolina "A" license or its equivalent from another state; proficiency in music theory, music history/literature, music performance, and music education.

Hours: 30 semester hours with thesis; **36** semester hours without thesis

Required Courses:

MUS	5006	Philosophy of Music	3
MUS	5007	Music Bibliography	2
MUS	5008	Music Research	2
MUS	5013	History of Musical Style	3
—	—	Music Theory course	3-6
MUS	5040	Current Trends and Critical Issues in Music Education	3
OR			
MUS	5041	The Comprehensive Music Curriculum	3
		SUBTOTAL HOURS	**16-19**
Music Electives			0-7
		SUBTOTAL HOURS	**0-7**

Professional Education Requirements:

C I	5060	Curriculum Planning	2
FDN	4560	Measurement and Assessment	2
FDN	5840	Social and Philosophical Foundations of Education	3
AND			
PSY	5555	Advanced Educational Psychology	3
OR			
PSY	5560	Child Psychology	3
OR			
PSY	5565	Adolescent Psychology	3
		SUBTOTAL HOURS	**10**

Thesis: Optional

MUS	5999	Thesis	2-4
		TOTAL HOURS	**30 or 36**

Language Proficiency: None required

Comprehensive: Written and oral examinations will be given

MASTER OF MUSIC DEGREE IN MUSIC

Concentrations: Music Composition
Performance (see list on page 254)

Prerequisites: A baccalaureate degree from an accredited college or university with a major in music; successful audition before the appropriate applied music faculty; proficiency in music theory, and music history and literature.

Hours: 31 semester hours including a Recital in lieu of Thesis for those majoring in performance.

Required Courses:

MUS	4600	Analytical Techniques	3
MUS	5006	Philosophy of Music	3
–	––	Applied Music	8
MUS	5007	Music Bibliography	2
MUS	5008	Music Research	2
MUS	5013	History of Musical Style	3
MUS	5018	Applied Area Literature	3
MUS	5100	Performance Ensemble	1+1=2
MUS	5998	Master of Music in Performance Recital	2
OR			
MUS	5999	Thesis	2-4
		SUBTOTAL HOURS	**28-30**
Music Electives			1-3
		SUBTOTAL HOURS	**1-3**
		TOTAL HOURS	**31**

Thesis: Thesis is required for Music Composition majors. Recital is required for Performance majors.

Language Proficiency: No requirements for instrumental majors; vocalists must meet proficiency requirements.

Comprehensive: Written and oral examinations will be given.

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

Senior/Graduate Courses

4510. Honors Project in Music/(2-3).F;S.
Appropriate research for the senior honors students in music.

4600. Analytical Techniques/(3).S.
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 instructor.

4601. The Theory of Tonal Music/(3).F(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.

4610. Marching Band Techniques/(2).S(Alternate Years).
A study of the fundamentals of marching,

precision drill, formations and maneuvering; the planning of football shows and parades. Lecture two hours.

4611. American Music/(2).On Demand.
The development of American music from the Puritan psalm singers to contemporary jazz with particular attention given to those musical concepts and practices which are distinctly American. Lecture two hours.

4618. Symphonic Literature/(2).On Demand.
A comprehensive study of the development of the symphony from the Mannheim School to the present through an analysis of selected works. Lecture two hours.

4630. Problems in Elementary School Music/(2).On Demand.
Music teaching in the primary and grammar grades; research and demonstrations of methods of teaching elementary school children. Lecture two hours.

4900. Internship in Music Industry Studies (12).F;S.
The internship will be performed off campus in the employ of a cooperating music sales, manufacturing, or repair firm. Interns will receive compensation and will be responsible for certain duties in return. Cooperating firms will work closely with ASU faculty in training and evaluating the intern. Graded on S/U basis.

Graduate Courses

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.

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.

5008. Music Research/(2).S.
A study of the organization and reporting of research in music. Lecture two hours. Prerequisite: MUS 5007.

5013. History of Musical Style/(3).F.
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.

5014. Medieval and Renaissance Music/(3).S.On Demand.
A study of the development of polyphony from its monophonic origins with emphasis on the religious, political, economic and social forces which helped to shape the forms and practices of the Baroque. Lecture three hours.

5015. Music of the Baroque/(3).S.On Demand.
Originating from a study of Renaissance, reformation and other influences which led to the rise of accompanied monody, separate instrumental practices and new secular and sacred forms, this course explores the experimental attitudes and techniques of the Baroque period. Lecture three hours.

5016. Classic and Romantic Music/(3).S.On Demand.
A study of the codification of the Baroque-derived concepts of tonality and form and the expansion of these concepts in accordance with the underlying philosophies of Classic and Romantic composers. Lecture three hours.

5017. Twentieth Century Music/(3).S.On Demand.
Includes a study of the dissolution of tonality and the utilization of new technical opportunities (especially electronic) along with the new spirit of experimentation which characterizes much 20th Century music. Three hours lecture.

5018. Applied Area Literature/(3).On Demand.
A comprehensive, historical survey of music for the major instrument, with a detailed study of at least one selected solo work representative of the style of each music period. Attention

will also be directed to representative ensemble literature and the compilation of a discography and bibliography.

5019. Selected Ensemble Literature/(3).On Demand.
A comprehensive, historical survey of significant literature for a specific idiom, with a detailed study of the styles and compositional techniques evidenced in major works representative of various music periods. A bibliography and discography will be compiled.

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.

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.

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.

5023. Choral Masterworks/(3).SS(Alternate Years).
A study of representative choral masterworks from the Renaissance to the present. This course is intended for the advanced choral student who has a background in choral conducting. Lecture three hours. Prerequisites: MUS 3020, 3022 and 4031 or equivalent.

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.

5025. Arranging Techniques/(3).On Demand.
An examination and application of arranging techniques within the student's area of interest (i.e., choral or instrumental).

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.

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 S/U basis.

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.

5041. The Comprehensive Music Curriculum/(3).SS (Alternate Years).
An examination of the philosophy, components, and methodologies of the comprehensive music curriculum.

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.

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

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.

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 S/U basis only.

5998. Master of Music in Performance Recital/(2).F;S.
Graded on S/U basis.

5999. Thesis/(2-4).F;S.
Graded on S/U basis.

6301-6399. Applied Music (Secondary)/(1-1).F;S.
One 30-minute individual lesson and six practice hours per week. Additional fee.

6401-6499. Applied Music (Major-principal)/(2-4).F;S.
Two 30-minute individual lessons or equivalent in individual and/or class lessons and six practice hours per week for each semester hour credit. Additional fee.

Department of Philosophy and Religion

Chairperson: Hauser
Graduate Faculty: Carroll, Davis, Hauser, Hutchins, Ostwalt, Park, Ruble, Taylor, van der Bogert

Graduate Minor in Philosophy and Religion
A graduate (M.A.) minor in Philosophy and Religion consists of 8-12 semester hours of approved coursework. Courses should be selected with the advice and approval of a graduate advisor.

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

Senior/Graduate Courses

4510. Senior Honors Thesis/(3).On Demand.
Independent study and research. Honors thesis directed by a member of the Department of Philosophy and Religion and a member of an affiliated department appropriate to the topic selected by the student. Prerequisite: completion of 6 hours of Honors work below the 4000 level.

4549. Seminar/(3).F;S.
An intensive study of special problems, topics, or issues related to the study of philosophy and/or religion. The subject matter of this course will vary and barring duplication of subject matter a student may repeat the course for credit. Prerequisite: one course in philosophy and/or religion or consent of instructor.

4700. Seminar: Colloquium/(3).S.
Each student will role play a major thinker in philosophy or religion for the semester, stating and defending that thinker's position on a variety of issues commonly discussed by both philosophers and religious thinkers. Prerequisite: one course in philosophy and/or religion or consent of the instructor. Junior or senior status.

4900. Internship/(3-6).On Demand.
Graded on an S/U basis.

Graduate Courses

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.

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

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

Department of Physics and Astronomy

Chairperson: Mamola
Graduate Faculty: Allen, Caton, Clements, Gray, Mamola, Peters, Pollock, Rokoske, Silva, Winkler

The Department of Physics and Astronomy offers a Master of Science degree in Applied Physics. The Program is designed to prepare individuals for technical careers in industrial, governmental and independent laboratories as well as for teaching positions at community, junior and technical colleges. It may also serve as an intermediate step for those who later elect to pursue more advanced study in applied physics or related areas.

Graduate students will choose a research area of Applied Physics, Electronics Instrumentation or Astronomical Instrumentation and Observations.

MASTER OF SCIENCE IN APPLIED PHYSICS

Prerequisite: A baccalaureate degree from an accredited college or university with a major in physics, astronomy or a related area.

Hours: 30 semester hours with thesis, **36** semester hours without thesis

Required Courses:

PHY	5002	Applied Physics Literature	1
PHY	5010	Applied Physics Colloquium	1
PHY	5430	Digital Systems	4
PHY	5435	Laboratory Automation	4
PHY	5440	Modern Instrumentation Design	4
PHY	5550	Directed Research in Applied Physics	2-3
		SUBTOTAL HOURS	**16-17**

Physics Electives:

Thesis option		0
Non-thesis option		12
	SUBTOTAL HOURS	**0-12**

Other Electives:

Thesis option		7-8
Non-thesis option		7-8
	SUBTOTAL HOURS	**7-8**

Thesis: Optional

PHY	5999	Thesis	6
		TOTAL HOURS	**30 or 36**

Language Proficiency: None required

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

Graduate Minor in Physics
A graduate (M.A.) minor in physics consists of 8-12 semester hours selected from physics offerings numbered 4500 and above.

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

Senior/Graduate Courses

4510. Senior Honors Research and Thesis/(3).On Demand.
Independent in-depth research and preparation of a thesis on a significant topic in physics, directed by a member of the physics faculty. A thesis is presented orally and in writing to the department. Course grade assigned by the departmental honors committee. Required for graduation with honors in physics. A student who completes this course with a grade of B and who graduated with a GPA of 3.5 in physics courses will be graduated with "Honors" in physics; with a grade of A and a GPA of 3.7 in physics a student will be graduated with "Highest Honors" in physics. Prerequisites: GPA of at least 3.5 overall and 3.5 in physics courses. Approval of proposed research topic and methods by departmental honors committee, and assignment of research thesis advisor during the semester prior to enrollment in this course. Corequisite: PHY 4640. Open only to majors in physics during their final undergraduate semester.

4620. Optics/(4).S.
A study of classical and modern optical phenomena including geometrical, Fresnel and Fourier optics, lasers, fiber optics and optoelectronic devices. Lecture three hours, laboratory three hours. Prerequisite: MAT 3130; Corequisite: PHY 3020.

4635. Advanced Microprocessor Interfacing and Robotics/(4).S.
A study of digital and analog circuits necessary to interface transducers and robotic manipulative devices to microprocessors. Lecture three hours, laboratory three hours. Prerequisite: PHY 3730. Corequisite: PHY 4735.

4640. Quantum Mechanics/(3).S.
A study of the Schroedinger equation and its solutions for various common potentials. Prerequisites: PHY 3010, 3210, and MAT 3130.

4735. Microprocessors/(3).S.
A study of the architecture and instruction sets of common microprocessors. Interfacing microprocessors to memory, input/output and support integrated circuits will be covered with an emphasis on techniques used in common microcomputers. The laboratory consists of interfacing and programming microcomputers using assembly and high level languages. Lecture: two hours, laboratory three hours. Prerequisite: PHY 3630.

4820. Medical Physics/(3).F.
A study of the application of the basic principles of physics to a selection of medical topics involving human body characteristics and functions and to instrumentation used to diagnose and treat illness and injury. Lecture three hours. Prerequisite: PHY 1104 or 1151.

4880. Special Topics in Physics/(3).On Demand.
A course devoted to a single topic. Current examples are advanced microprocessors and vector analysis. For example, Advanced Microprocessors/ (3), a study of microprocessor hardware and software with emphasis on applications to technical problems of current interest. Prerequisite: consent of instructor.

4900. Internship/(3-12).F;S.
Supervised work in applied physics in an industrial or other laboratory setting. Students must obtain approval of the departmental internship coordinator prior to enrolling. Graded on S/U basis only.

Graduate Courses

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.

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.

5430. Digital Systems/(4).F.
A study of digital electronics theory, circuits and devices of importance to understanding digital systems. Included are algorithmic state machines, MSI & LSI circuits, machine cycles & signals, asynchronous logic, peripheral smart

support IC's, PLA, PAL, microcontrollers and elements of CAD. Lecture three hours, laboratory three hours. Prerequisite: PHY 4635 or equivalent.

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.

5440. Modern Instrumentation Design/(4).F.
A study of the role of microprocessors and micro-controllers in modern instrumentation. Students will utilize a hardware/software real time development system in the design and construction of basic instrument systems. Lecture three hours, laboratory three hours. Prerequisite: PHY 5430.

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

5510. Physics of Transducers/(4).On Demand.
A study of various transducers commonly employed in instrumentation. Topics include piezo-electronic, photoelectric, thermoelectric and electro-optical transducers. Use of transducers for the measurement of pressure, temperature, light intensity, electrical conductivity, radiation level, and acceleration are discussed. Lecture three hours, laboratory three hours. Prerequisites: PHY 4640, 5430 or equivalent.

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 4620, 5440 or equivalent.

5530-5549. Selected Topics/(1-4).On Demand.
An intensive study of a single topic in physics.

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.

5989. Master's Research/(1-9).F;S.
Open only to M.S. degree candidates. May be repeated for a maximum of nine hours which do not count toward the degree. Designed to provide time for thesis research. Graded on S/U basis only.

5999. Thesis/(4-6).F;S.
Graded on S/U basis.

Department of Political Science and Criminal Justice

Chairperson: Grady
Graduate Faculty: Barghothi, Cassie, German, Grady, Hoffman, Houston, Koch, Moy, Scherlen, Stefanovic, Stidham, Strickland, Sutton, Thompson, Zaitzow

The Political Science/Criminal Justice Department prepares students for professional and academic careers. The department offers graduate programs leading to three advanced degrees:

(1) Master of Arts in Political Science
(2) Master of Arts in Political Science, Education with a concentration in Community, Junior & Technical College Teaching
(3) Master of Public Administration with three concentrations:
    (a) Public Management
    (b) Town, City and County Management
    (c) Administration of Justice

Graduate programs in Political Science/Criminal Justice are supervised by the departmental chairperson, the M.A. advisor, the MPA director, and the graduate committee. Requirements for the three graduate degree programs are:

MASTER OF ARTS IN POLITICAL SCIENCE

This program is designed to prepare persons for careers in a variety of public and private settings, and to prepare students for further graduate work at the doctoral level.

Prerequisites: A baccalaureate degree with a major or minor in Political Science from an accredited college or university or permission of the department; the filing of an admission application with the Graduate School; acceptable scores on the Graduate Record Examination.

Hours: 36 semester hours without thesis; **30** semester hours with thesis

Required Course:

P S	5000	Research Methods	3
		SUBTOTAL HOURS	**3**

Students will select 9 semester hours from the following:

P S	5010	Seminar in Political Philosophy	3
P S	5020	Pro-Seminar in International Relations	3
P S	5030	Seminar in American Government and Politics	3
P S	5040	Pro-Seminar in Comparative Politics	3
P S	5060	Seminar in Public Administration	3
		SUBTOTAL HOURS	**9**

Remaining Hours			14-24
		SUBTOTAL HOURS	**14-24**

Thesis: Optional

P S	5999	Thesis	4
		SUBTOTAL HOURS	**4**
		TOTAL HOURS	**30 or 36**

Language Proficiency: Students must demonstrate a proficiency in reading a foreign language or quantitative analysis as a research tool. The department may determine the proficiency required.

Comprehensive: During the final semester of coursework, candidates must pass a written comprehensive examination.

MASTER OF ARTS IN POLITICAL SCIENCE, EDUCATION

Concentration: Community, Junior & Technical College Teaching

This program is designed to prepare persons to teach political and social science at the community, junior or technical college level.

Prerequisites: A baccalaureate degree with a major or minor in Political Science from an accredited college or university or permission of the department; the filing of an admission application with the Graduate School; acceptable scores on the Graduate Record Examination.

Hours: **36** semester hours without thesis; **30** semester hours with thesis

Required Courses:

Thesis option:

Courses in academic major			5-7
P S	5000	Research Methods	3
P S	5999	Thesis	2-4
		SUBTOTAL HOURS	**12**

OR

Non-thesis option:

Courses in academic major			15
P S	5000	Research Methods	3
		SUBTOTAL HOURS	**18**

Professional Education Requirements:

LHE	5420	Community, Junior, and Technical Colleges	3
LHE	5630	The Adult Learner	3
AND			
LHE	5440	Instruction in Postsecondary Institutions	3
OR			
LHE	6900	Internship/Field Study	3
		SUBTOTAL HOURS	**9**

Electives			9
		SUBTOTAL HOURS	**9**
		TOTAL HOURS	**30 or 36**

Thesis: Optional

Language Proficiency: None required

Comprehensive: During the final semester of coursework, candidates must pass a written comprehensive examination.

MASTER OF PUBLIC ADMINISTRATION

Concentrations: Public Management
Town, City and County Management
Administration of Justice

This program is designed to prepare individuals for careers in public service.

Prerequisites: A baccalaureate degree from an accredited college or university is required. Students with insufficient undergraduate preparation will be required to take appropriate undergraduate coursework before enrolling in the MPA program.

Hours: 39 semester hours

Required Courses:

P S	5000	Research Methods	3
P S	5060	Seminar in Public Administration	3
P S	5180	Public Policy Analysis and Program Evaluation	3
P S	5260	Organization Theory and Behavior	3
P S	5360	Public Personnel Administration	3
P S	5460	Budgeting and Fiscal Administration	3
		SUBTOTAL HOURS	**18**

CONCENTRATIONS:

A. Public Management

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.

Required Courses (see list) 18

Electives 15
(Selected in consultation with the MPA director)
SUBTOTAL HOURS **33**

Options:
(For pre-service students:)
P S 5900 Internship in Public Affairs 6

OR

(For in-service students:)
Supervised field research course 3
AND
Additional course 3
SUBTOTAL HOURS **6**

TOTAL HOURS **39**

B. Town, City and County Management

This concentration is designed to prepare persons for managerial roles in towns, cities and county governments or in organizations related to towns and counties.

Required Courses (see list) 18

Concentration Courses 9
(Selected from the following:)

PLN	4700	Project Management	3
GHY	5400	Planning Process	3
P S	4560	Local Government Administration	3
P S	4665	Public Management	3
P S	5330	Problems in State and Local Government	3

Electives 6
(Selected in consultation with the MPA director)
SUBTOTAL HOURS **33**

Options:
(For pre-service students:)
P S 5900 Internship in Public Affairs 6
OR
(For in-service students:)
Supervised field research course 3
AND
Additional course 3
SUBTOTAL HOURS **6**

TOTAL HOURS **39**

C. Administration of Justice

This concentration is designed to prepare persons for administrative/management positions in a variety of law enforcement, court, and correctional agencies at the local, state, and federal levels.

Required Courses (see list) 18

Concentration Courses 9
(Selected from the following:)

PLN	4700	Project Management	3
GHY	5400	Planning Process	3
C J	5060	Administration of Justice	3
C J	5150	The American Justice System	3
C J	5670	Crime Analysis and Criminal Justice Planning	3
P S	5050	Seminar in Public Law and Judicial Behavior	3

Electives 6
(Selected in consultation with the MPA director)
SUBTOTAL HOURS **33**

Options:
(For pre-service students:)
P S 5900 Internship in Public Affairs 6

OR

(For in-service students:)
Supervised field research course 3
AND
Additional course 3
SUBTOTAL HOURS **6**

TOTAL HOURS **39**

Thesis: None required

Language Proficiency: Students must demonstrate a proficiency in reading a foreign language or quantitative analysis as a research tool. The department may determine the proficiency required.

Comprehensive: During the final semester of coursework, candidates must pass a written comprehensive examination.

NOTES:
After the completion of one semester of successful graduate coursework, students may be considered for admission to candidacy.

The Department of Political Science and Criminal Justice participates in a program leading to a Master of Arts degree in Social Science, Education with two concentrations: 1) Community College/Political Science and 2) Secondary School (G Licensure)/Political Science. For detailed requirements, see the Social Science description.

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

POLITICAL SCIENCE (P S)

Senior/Graduate Courses

4540. 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.

4550. 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.

4555. East-Central Europe: Political and Economic Change/(3).F.
An historical and theoretical analysis of the development of post WW II Marxist political/ economic experiments in Eastern Europe ranging from the Praxist Marxist humanist critique in Yugoslavia to the transformative events in the 1980's towards market economics and democratization in East Central Europe, e.g., Poland's Solidarity movement and the Czechoslovakian playwright's revolution. The course ranges from an anthropological/ theoretical perspective and analysis at the local community level to the larger questions of the geo-political processes relating to changes in the former Soviet Union, Eastern Europe and the larger European Community market and political unification. (Same as ANT 4555.)

4560. Local Government Administration/ (3).F;S.
Administrative process, management, personnel, budget and finance, and intergovernmental relations in local government. Prerequisite: approval by instructor.

4661. Court Administration/(3).F.
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 4661.)

4665. Public Management/(3).F;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.

4680. Organized Crime/(3).S.
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 4680).

4710. 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.

4720. International Organization and Law/(3).S.
An examination of the goals and structures of multinational organizations created to solve problems between nations, and the ways in which disputes between nations are settled.

4722. U.S. Foreign Policy/(3).F.
Investigates U.S. foreign policy from differing perspectives, focusing in on the historical record and contemporary issues.

4740. Politics of Industrial Democracies/(3).S.
An examination of patterns of governmental organization and socioeconomic policy outcomes in the democracies of Europe, North America, and Japan as a basis for comparative analysis. Major issues confronting the democracies will be studied for possible options and comparisions of policy.

4742. 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.

4744. Government and Politics of the Middle East/(3).S.
An examination of the political, cultural, economic and social patterns of the Middle East.

4746. Government and Politics of Asia/(3).F. (Alternate years).
An examination of the countries in Asia. Special attention will be focused on the interactions of the political, cultural, economic and social patterns of the area.

4748. Latin American Politics/(3).S.
Examines Latin American politics in detail covering historical context, political actors, and current issues in Latin America.

4900. Internship in Public Affairs/(3-12).F;S.
Field work in government, community, professional offices and agencies and involvement in problem solving in these offices and agencies. Graded on S/U basis.

Graduate Courses

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.

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.

5020. Pro-Seminar in International Relations/(3).S.(Alternate years).
The seminar will provide an overview and critique of the literature in the field on international relations.

5030. Seminar in American Government and Politics/(3).F.
Special investigation of selected topics in American government and politics. The topics may vary from year to year.

5040. Pro-Seminar in Comparative Politics/(3).S. (Alternate years).
The seminar will provide an overview and critique of the literature in the field of comparative politics.

5050. Seminar in Public Law and Judicial Behavior/(3).S.
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.

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.

5120. Readings and Research in International Relations/(3).F.
The problems and policies of developing nations, the issues of colonialism, imperialism, nationalism, and an examination of current methodological trends in the exploration of these problem areas.

5130. Appalachian Political Perspectives/(3).F.
An examination of the political process in the Appalachian region. The fundamental political problems, the interrelationships of Appalachia and its people with the larger American political system, political culture, and economy. Offered alternate odd years.

5160. Topics in Public Administration/(3).S.
An examination of selected problems in public administration with emphasis on analytical case studies.

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: PS 5000.

5240. Seminar in Comparative Government and Politics/(3).S.
An examination of selected topics in comparative political analysis. The topics may vary from year to year.

5260. Organization Theory and Behavior/(3).S.
An examination of the basic theoretical approaches and issues in organizations and organizational behavior and the dynamics of human interactions within public bureaucracies.

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.

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.

5460. Budgeting and Fiscal Administration/(3).F.
The politics of budgeting, budgetary process, and fiscal administration in public and non-profit agencies.

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

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

5800. Directed Research/(3).On Demand.
Directed research on a topic selected by the student in consulation with the instructor. Student is expected to write a major research paper on this topic. May not be repeated for credit. Prerequisite: PS 5000.

5850. Social Science Seminar/(3).On Demand.
A review and evaluation of the literature of the individual social science disciplines, as well as social science in general, emphasizing contemporary contexts, philosophical underpinnings, theoretical concerns, and methodological convergence. Prerequisite: twelve semester hours of graduate work. (Same as GHY/HIS/SOC 5850).

5900. Internship in Public Affairs/(3-9).F;S.
Field work in government, community, professional offices and agencies and involvement in problem solving in these offices and agencies. Graded on S/U basis only.

5999. Thesis/(2-4).F;S.
Graded on S/U basis.

CRIMINAL JUSTICE (C J)

Senior/Graduate Courses

4530-4549. Selected Topics/(1-4).On Demand.
An intensive examination of selected topics.

4550. 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.

4580. Private Security/(3).On Demand.
An examination of unique security problems in establishments, industrial establishments, universities and colleges; a review of private security regulatory boards, licensing, registration of private security businesses and personnel.

4620. Contemporary Police Issues/(3).S.(Alternate years).
An examination of current social, legal, and organizational issues in contemporary law enforcement.

4661. Court Administration/(3).F.
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 4661.)

4680. Organized Crime/(3).S.
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 4680.)

4800. Decision Making in Criminal Justice/(3).On Demand.
A discussion and evaluation of the policies and practices of the criminal justice system, with focus upon how decisions are made by victims of crime, police, prosecutors, judges, corrections administrators, probation and paroling authorities; interaction of theory, research and practice into preparation of a senior research paper.

4900. 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 S/U basis.

Graduate Courses

5060. Administration of Justice/(3).S.
An examination of selected issues and problems in the administration of justice system.

5150. The American Justice System/(3).F.
This course will focus on the history, background, and the various components of the criminal justice system as seen through an examination of contemporary research.

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

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

5660. Crime, Theory and Policy/(3).On Demand.
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.

5670. Crime Analysis and Criminal Justice Planning/(3).On Demand.
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.

Department of Psychology

Chairperson: Long
Graduate Faculty: Aeschleman, Bacharach, Ballard, Bazzini, Beck, Clark, Curtin, Deni, Fox, Hatch, Hill, Horbury, Kidder-Ashley, Long, Ludwig, Martz, Schneider, Sheppard, Stanger, Steele, Waring, Wilson, Woodworth, Zrull

The Department of Psychology is the sole agency in the University with responsibility for developing and maintaining graduate curricula in psychology. The department is committed to service through graduate education, and consistent with this objective, it offers courses of study leading to the following degree programs:

(1) Master of Arts in Clinical Psychology
(2) Master of Arts in Industrial-Organizational Psychology and Human Resource Management, an interdisciplinary program
(3) Master of Arts in Psychology, General-Theoretical
(4) Master of Arts in Rehabilitation Psychology with two concentrations:
    (a) Health Psychology
    (b) Vocational Rehabilitation
(5) Master of Arts/Certificate of Advanced Study in School Psychology, Level II

Admission requirements for all degree options are satisfactory grades in all undergraduate work and at least a 3.00 average in undergraduate psychology courses, satisfactory scores on the Graduate Records Examination, and three letters of recommendation. Each applicant should submit a personal statement relative to his/her chosen program and complete the GRE Psychology Subject test. Each candidate must earn a criterion score on the GRE Psychology Subject test prior to graduation. The test and criterion score are described in the Psychology Department *Graduate Student Handbook* the year the student enters the program.

MASTER OF ARTS IN CLINICAL PSYCHOLOGY

Prerequisites: A baccalaureate degree from an accredited college or university; completion of an approved Psychological Tests & Measurements course or demonstrated competence in the area.

Hours: 49 semester hours

Required Courses:

General Psychology Core:

PSY	5020	Research Methods in Psychology	3
PSY	5030	Quantitative Methods in Psychology	3
PSY	5150	Pro-Seminar I: Biopsychology and Learning	3
PSY	5200	Pro-Seminar II: Social and Developmental Psychology	3
		SUBTOTAL HOURS	**12**

Clinical Core:

PSY	5552	Advanced Abnormal Psychology	3
PSY	5700	Cognitive Assessment	3
PSY	5701	Personality Assessment	3
PSY	5710	Behavior Therapy	3
PSY	5711	Theories and Techniques of Psychotherapy	3
PSY	5901	Clinical Practicum I	3

PSY	5902	Clinical Practicum II	3
PSY	5903	Clinical Practicum III	3
PSY	5999	Thesis	4
PSY	6900	Clinical Internship	6
		SUBTOTAL HOURS	**34**
Approved Elective			3
		SUBTOTAL HOURS	**3**
		TOTAL HOURS	**49**

Thesis: Required

Language Proficiency: Will be met by completion of PSY 5020

Comprehensive: Each candidate will satisfactorily complete a comprehensive examination administered by the departmental advisor.

MASTER OF ARTS IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY AND HUMAN RESOURCE MANAGEMENT

Prerequisites: A baccalaureate degree from an accredited college or university;

PSY	1200	General Psychology	3
STT	2810	Statistical Methods I	3

Hours: 46 semester hours

Required Courses:

General Psychology Core:

PSY	5020	Research Methods in Psychology	3
PSY	5030	Quantitative Methods in Psychology	3
PSY	5150	Pro-Seminar I: Biopsychology and Learning	3
PSY	5200	Pro-Seminar II: Social and Developmental Psychology	3
		SUBTOTAL HOURS	**12**

Management Core:

MGT	5010	Organizational Behavior	3
MGT	5040	Employment and Workplace Regulation	3
MGT	5160	Strategic Human Resource Management	3
		SUBTOTAL HOURS	**9**

Functional Interdisciplinary Core:

PSY	5065	Organizational Development	3
PSY	5660	Staffing	3
PSY	5661	Measurement of Work Performance and Attitudes	3
PSY	5671	Training and Development	3
		SUBTOTAL HOURS	**12**

Other Courses:

MGT	5900	Internship	4
OR			
PSY	5500	Independent Study	4
OR			
PSY	5999	Thesis	4
OR			
PSY	6900	Internship	4
		SUBTOTAL HOURS	**4**

Electives			9
		SUBTOTAL HOURS	**9**
		TOTAL HOURS	**46**

Thesis: Optional

Language Proficiency: Will be met by completion of PSY 5020

Comprehensive: Each candidate will satisfactorily complete a comprehensive examination administered by the departmental advisor.

MASTER OF ARTS IN PSYCHOLOGY, GENERAL-THEORETICAL

Prerequisite: A baccalaureate degree from an accredited college or university is required.

Hours: 31 semester hours

Required Courses:

General Psychology Core:

PSY	5020	Research Methods in Psychology	3
PSY	5030	Quantitative Methods in Psychology	3
PSY	5150	Pro-Seminar I: Biopsychology and Learning	3
PSY	5200	Pro-Seminar II: Social and Developmental Psychology	3
		SUBTOTAL HOURS	**12**

Research Core:

PSY	5010	Research Seminar	3
PSY	5530-5549	Selected Topics	6
PSY	5999	Thesis	4
		SUBTOTAL HOURS	**13**

Approved Electives			6
		SUBTOTAL HOURS	**6**
		TOTAL HOURS	**31**

Thesis: Required

Language Proficiency: Will be met by completion of PSY 5020

Comprehensive: Each candidate will satisfactorily complete a comprehensive examination administered by the departmental advisor.

MASTER OF ARTS IN REHABILITATION PSYCHOLOGY

Concentrations: Health Psychology
Vocational Rehabilitation

Prerequisites: A baccalaureate degree from an accredited college or university; completion of an approved Psychological Tests & Measurements course or demonstrated competence in the area.

Hours: 45 semester hours

Required Courses:

General Psychology Core:

PSY	5020	Research Methods in Psychology	3

PSY	5030	Quantitative Methods in Psychology	3
PSY	5150	Pro-Seminar I: Biopsychology and Learning	3
PSY	5200	Pro-Seminar II: Social and Developmental Psychology	3
		SUBTOTAL HOURS	**12**

Rehabilitation Psychology Core:

PSY	5552	Advanced Abnormal Psychology	3
PSY	5591	Principles and Practices of Rehabilitation Psychology	3
PSY	5592	Medical and Psychosocial Aspects of Disability	3
PSY	5700	Cognitive Assessment	3
PSY	5701	Personality Assessment	3
		SUBTOTAL HOURS	**15**

Concentrations (Choose A or B):

A. Health Psychology

PSY	5593	Biofeedback	3
PSY	5710	Behavior Therapy	3
PSY	5901	Rehabilitation Practicum I (Health Setting)	3
PSY	6900	Internship (Rehabilitation-General) (Health Setting)	6
Approved Health Elective			3
		SUBTOTAL HOURS	**18**

B. Vocational Rehabilitation

PSY	4653	Medical Aspects of Disability	3
PSY	5595	Vocational Evaluation and Placement	3
PSY	5711	Theories & Techniques of Psychotherapy	3
PSY	5901	Rehabilitation Practicum I (Voc. Rehab. Setting)	3
PSY	6900	Internship (Rehabilitation-General) (Voc. Rehab. Setting)	6
		SUBTOTAL HOURS	**18**
		TOTAL HOURS	**45**

Thesis: None required

Language Proficiency: Will be met by completion of PSY 5020

Comprehensive: Each candidate will satisfactorily complete a comprehensive examination administered by the departmental advisor.

MASTER OF ARTS/CERTIFICATE OF ADVANCED STUDY IN SCHOOL PSYCHOLOGY, LEVEL II

Upon completion of the requirements, the student will be awarded a Master of Arts degree in School Psychology and be eligible for licensure as a Level II School Psychologist in North Carolina.

Prerequisites: A baccalaureate degree from an accredited college or university; completion of an approved Psychological Tests & Measurements course or demonstrated competence in the area.

Hours: 72 semester hours

Required Courses:

Guideline I. General Psychology Core

PSY	5020	Research Methods in Psychology	3
PSY	5030	Quantitative Methods in Psychology	3
PSY	5150	Pro-Seminar I: Biopsychology and Learning	3
PSY	5200	Pro-Seminar II: Social and Developmental Psychology	3
		SUBTOTAL HOURS	**12**

Guideline II. Psychology of Learning Difficulties

HPC	6620	School-Based Consultation	3
PSY	5555	Advanced Educational Psychology	3
R E	4710	Diagnosis and Remediation of Reading Problems	3
OR			
R E	4720	Diagnostic and Remedial Reading I	3
		SUBTOTAL HOURS	**9**

Guideline III. Techniques of Measurement and Evaluation

PSY	5690	Assessing and Remediating of Psychoeducational Problems	3
PSY	5700	Cognitive Assessment	3
PSY	5701	Personality Assessment	3
		SUBTOTAL HOURS	**9**

Guideline IV. Personality Development and Dynamics of Human Development

HPC	5220	Counseling Theory and Techniques	3
PSY	4700	Applied Behavior Management	3
OR			
PSY	5710	Behavior Therapy	3
PSY	5550	Theories of Personality	3
OR			
PSY	5552	Advanced Abnormal Psychology	3
PSY	5560	Child Psychology	3
		SUBTOTAL HOURS	**12**

Guideline V. Professional Development, Curriculum, and Supervised Experience

FDN	5840	Social and Philosophical Foundations of Education	3
PSY	5810	Functions of the School Psychologist	3
PSY	5901	Practicum I	3
PSY	5902	Practicum II	3
PSY	6900	Internship (Fall	6
PSY	6900	Internship (Spring)	6
		SUBTOTAL HOURS	**24**

Options:

Electives 6

OR

PSY	5999	Thesis	4
AND			
Electives			2
		SUBTOTAL HOURS	**6**
		TOTAL HOURS	**72**

Thesis: Optional

Language Proficiency: Will be met by completion of PSY 5020

Comprehensive: Each candidate will satisfactorily complete a comprehensive examination administered by the departmental advisor.

Graduate Minor in Psychology
A graduate minor in psychology consists of 9-12 semester hours of psychology, including PSY 4655, Advanced General Psychology, with the remaining courses to be planned in consultation with an adviser in the Psychology Department. Therapy, assessment, and practicum courses (PSY 5700, 5701, 5710, and 5900) may not be included in the minor.

NOTE:
The Department of Psychology also participates in a program leading to a Master of Arts degree in Social Science, Education with a concentration in Community College/Psychology. For detailed requirements, see the Social Science description.

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

Senior/Graduate Courses

4511. Senior Honors Thesis I/(1).On Demand.
Independent study and research leading to proposal of an honors thesis; directed by a member of the psychology department. The student will register for this course during the semester prior to the final semester as an undergraduate. Enrollment by qualified applicants only. Prerequisite: completion of an approved honors sequence.

4512. Senior Honors Thesis II/(2).On Demand.
Independent study and research leading to completion of an honors thesis; directed by a member of the psychology department. The student will register for this course during the final semester as an undergraduate. Enrollment by qualified applicants only. Prerequisite: successful completion of PSY 4511.

4562. Psychology of Aging/(3).S.
Focus on the psychological changes associated with the process of aging. Particular attention will be devoted to cognitive and personality factors, stressing the elements of consistency and change in each. An attempt will be made to separate myth and reality as each area of functioning is discussed. Graduate students will be expected to become involved in an area of research at some level.

4640. Seminar in Critical Issues in Psychology/(3).On Demand.
Contemporary research issues in psychology. Opportunities to consider a particular aspect of research in depth. Topics vary from year to year depending upon the interests of students. Prerequisites: A major or minor in psychology and permission of instructor.

4653. Medical Aspects of Disability/(3).F;S.
This course includes a survey of major physical disabilities including cardiovascular disease, diabetes, AIDS, cancer, pain, obesity, eating disorders, and injury using a behavioral medicine orientation. Behavioral medicine represents a multidimensional approach to integrating behavioral and biomedical information in determining disease etiology

and in prescribing comprehensive treatment. (Same as SPE 4592.)

4655. Advanced General Psychology/(3).F.
An examination of selected contemporary topics in psychology and a review of the major areas of psychology. Prerequisite: 15 hours of psychology or permission of the instructor.

4658. History and Systems of Psychology/(3).F;S.
An analysis of the philosophical and empirical antecedents of modern psychology and the contemporary systems which emerge from these.

4660. Psychological Tests and Measurements/(3).S.
An overview of the basic concepts of psychological measurements, strategies used to develop psychological tests, important legal and ethical issues in testing and measurement, as well as relevant historical and theoretical perspectives. Students will be introduced to the uses of psychological tests and measurements in various types of settings, such as clinical, educational, and industrial/organizational. Prerequisite: STT 2810.

4700. Applied Behavior Management/(3).F;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.

4900. Internship: Field Work in Applied Psychology/(3-12).F;S.
Supervised placement in a setting which provides appropriate opportunity for observing and practicing psychological skills. Among the settings in which such skills could be practiced are mental health centers, hospitals, rehabilitation centers, and departments in which personnel services are coordinated. Students must seek approval of their advisor in the psychology department before enrolling. Graded on S/U basis only. Prerequisites: psychology major; approval of major advisor.

Graduate Courses

5010. Research Seminar/(3).On Demand.
The seminar on selected topics in research is designed to handle the various problems encountered by students in their research. Students will present research proposals and discuss current research in various areas of psychology.

5011. Teaching of Psychology/(1).On Demand.
A course required of all Graduate Teaching Assistants responsible for teaching one or more sections of PSY 1200. Students will be introduced to alternative teaching approaches, guided in constructing tests, and provided information about teaching resources. Students' success in teaching will be evaluated. Graded on an S/U basis.

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.

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.

5065. Organizational Development/(3).F.
A study of the processes by which behavioral science knowledge and practices are used to help organizations achieve greater effectiveness. Emphasis on the nature, history, assumptions, strategies and models, intervention techniques, and ramifications of organizing development. (Same as MGT 5065).

5150. Pro-Seminar I: Biopsychology and Learning/(3).F.
The course will include an historical account of learning and the biological basis of behavior, as well as a critical evaluation of current issues and research in these areas.

5200. Pro-Seminar II: Social and Developmental Psychology/(3).S.
The course, required of all graduate students, will include an historical account of social and developmental psychology, as well as a critical evaluation of current issues and research in these areas. Prerequisite: PSY 5150.

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

5530-5549. Selected Topics/(1-4).On Demand.
A special topic may be offered depending upon student and faculty interest. Permission of instructor required.

5550. Theories of Personality/(3).F.
A study of contemporary and/or traditional theories of individual personality structure and development. Prerequisite: PSY 2400 or equivalent.

5552. Advanced Abnormal Psychology/(3).S.
A critical examination of major theories and data concerning the emotionally handicapped. Emphasis placed on recent findings and experimental research. Alternative ways of viewing "abnormal" behaviors may be presented. Prerequisites: PSY 2400, 2401, or 5550.

5555. Advanced Educational Psychology/(2-3).F;S.
An exploration of how learning theory can be applied in the school environment by teachers, counselors, and administrators to enhance the learning experience.

5560. Child Psychology/(3).On Demand.
An advanced study of psychological theory and research addressing physical, social and cognitive behaviors and development in children, including multicultural perspectives.

5565. Adolescent Psychology/(2-3).S.
A study of students of high school age in the light of modern investigations of the physical, intellectual, and emotional changes as well as the relation of physical development to mental growth, adolescent interests, personality and social consciousness, and the adaptation of programs of study and amusement.

5590. Evaluation of Exceptional Children/(3).F.
A study of special diagnostic procedures with children who have physical, intellectual and sensory impairments.

5591. Principles and Practices of Rehabilitation Psychology/(3).F.
An introduction to the profession of rehabilitation psychology. Historical, theoretical, legal, and ethical aspects are considered. Various intervention models will be reviewed and didactic and practical instruction will focus on the development of basic counseling skills.

5592. Medical and Psychosocial Aspects of Disability/(3).S.
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. (Same as SPE 5592.)

5593. Biofeedback/(3).F.
This course will review the historical background of biofeedback, stressing biofeedback as an aid in stress management, treatment of psychosomatic disorders and in muscle relaxation, and the physiological basis of self regulation. Students will become familiar with the application of the EMC, ST trainer and other biofeedback instrumentation through demonstration and practice. Ethical issues are explored.

5595. Vocational Evaluation and Placement/(3).S.
A study of evaluative procedures aimed at assisting handicapped individuals in achieving a more satisfying and productive life. Exploration of occupational and educational opportunities and resources. Consideration is given to supportive services including education, workshops, job modification, and vocational placement.

5596. Vocational Evaluation/(3).On Demand.
This course provides an introduction to the process, purpose, philosophy and practice of vocational evaluation. Critical issues in the practice of vocational evaluation including qualifications, models of assessment, techniques of vocational evaluation as well as professional issues will be explored. Course structure includes didactic instruction, small group work, demonstrations, and hands-on practice with assessment tools.

5597. Work Adjustment Services/(3).On Demand.
This course provides an introduction to the process of work adjustment as related to the vocational rehabilitation process. The emphasis is on focusing adjustment services to the final goal of job placement of people with disabilities. Course content includes structured adjustment planning, the techniques of work adjustment and professional consideration. Course structure includes instruction, small group work, demonstrations, and hands-on practice.

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.

5640. Seminar/(3).On Demand.
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.

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.)

5661. Measurement of Work Performance and Attitudes/(3).S.
An in-depth treatment of applied psychometric theory and techniques as applied to the measurement of work behaviors and outcomes. Course emphasizes performance appraisal and also includes a review of work-related attitude measures such as job satisfaction, organizational climate, job involvement, etc. (Same as MGT 5661.)

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.)

5690. Assessing and Remediating Psychoeducational Problems/(3).F.
This course will serve as an introduction to school-based psychological assessment of children who might be at psychoeducational risk. Emphasis will be on prereferral intervention, classroom observations, and assessment of achievement, low-incidence handicaps and preschoolers. Report writing also will be emphasized.

5700. Cognitive Assessment/(3).F.
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.

5701. Personality Assessment/(3).S.
A survey of the underlying theory, reliability, validity, and utility of several individually-administered personality assessment devices. Practice in administration, scoring, interpretation and report writing is included. Prerequisites: PSY 5700 and PSY 2401 or equivalents.

5710. Behavior Therapy/(3).F.
Theory and application of operant, respondent, and cognitive learning principles to the treatment of maladaptive behaviors in various settings. Self-management and the acquisition of new skills are also emphasized. A practicum experience is provided.

5711. Theories and Techniques of Psychotherapy/(3).S.
A critical evaluation of the current major approaches to psychotherapeutic behavior change including research findings applications.

5810. Functions of the School Psychologist/(3).F.
This course is designed to be the initial course in the professional training of a school psychologist. This will be accomplished pedagogically and experientially. Topics will

include the past, present, and future of school psychology. Attention will also be given to legal issues and ethical principles related to the practice of school psychology.

5901. Practicum I/(3).F.
Practicum experiences are available in the following areas:

Clinical
A group process oriented experience in which students focus on the development of such interpersonal skills as communication of self to others, feedback, self-disclosure, and constructive confrontation of others. Graded on S/U basis.

Rehabilitation
Application of counseling techniques to problems encountered by clients with various disabilities. Students cannot take both this and Clinical Practicum I for credit. Graded on S/U basis.

School
This course is limited to graduate students in school psychology. The student will be placed in a public school setting one full day a week under professional supervision (both on site and in the university classroom). A minimum of 135 supervised clock hours must be completed. Tasks accomplished are commensurate with level of training. Graded on S/U basis.

5902. Practicum II/(3).S.
Practicum experiences are available in the following areas:

Clinical
Students are introduced to clinical practice by working in a local mental health facility. Clinical experience appropriate for their level of training is provided. Supervision is provided by staff psychologists and other area professionals in settings such as The Counseling and Psychological Services Center, area mental health centers, hospitals, and Developmental Evaluation Clinics. Graded on S/U basis.

Rehabilitation
This practicum is designed to provide an overview of rehabilitation and health facilities and services for students who desire a broad exposure to activities characteristic of rehabilitation and/or health. Students who have not had Practicum I may enroll only with the instructor's approval. Graded on S/U basis.

School
This course is limited to advanced graduate students in school psychology. The student will be placed in a public school or equivalent setting based on background and needs. Students work under on-site supervision and must attain a minimum of 135 supervised clock hours. Tasks accomplished are commensurate with level of training. Graded on S/U basis.

5903. Clinical Practicum III/(3).S.
Progressive assumption of responsibility in implementing behavior change, psychological assessment, consultation skills, and other professional responsibilities of the clinical psychologist. Supervision is provided by psychologists in the field setting. Graded on S/U basis.

5999. Thesis/(4).F;S.
Graded on S/U basis only.

6900. Internship/(4-6).F;S.
Internships are required for students in the Clinical, School, and Rehabilitation programs and are an option for students in the Industrial/Organizational program. The requirements are listed below. Graded on S/U basis.

Clinical/(6).F;S.
Six months full-time placement in a mental health setting under professional supervision; to include experience with psychological evaluation, individual and group psychotherapy and behavior change, work with interdisciplinary team, consultation with community agencies and schools, and work in institutional settings. Prerequisite: Approval of the director of the clinical or rehabilitation program. Graded on an S/U basis.

School/(6).F;S.
Placement in a school setting under professional supervision; to include experience with psychological evaluation, individual and group counseling, behavior change strategies, work with interdisciplinary team, consultation with community agencies. All students enrolled in the School Psychology program must enroll in two, consecutive term, 6-hour internships to qualify for the CAS in School Psychology. Graded on S/U basis.

Rehabilitation(General)/(6).F;S.
Full-time placement in a public or private permission of instruct rehabilitation setting. Students complete 600 hours of work under the supervision of a CRC. The experience covers the full range of rehabilitation services including case finding, processing referrals, completing client studies, comprehensive planning of service delivery, case management, job development, placement, follow-up, and consultation. Graded on S/U basis.

Health Psychology/(6).F;S.
The Health Psychology internship is a full semester 600 hour internship. It may be done in a hospital setting, physician's office, clinic or other appropriate setting. Students will develop skills in life style changes, pain control, situational counseling, management of eating disorders and other interventions related to health problems. Graded on S/U basis.

Industrial/Organizational/(4).F;S.
Placement in an applied setting in which students can gain experience in various aspects of human resource management and development. Students will develop skills in personnel selection and placement, performance appraisal, attitude measurement, motivation of employees, training and development of change within organizations. Graded on S/U basis.

Social Science

Ole Gade, Graduate Program Advisor

The Master of Arts in Social Science, Education is a multidisciplinary graduate program with concentrations leading to secondary school licensure at the "G" level or leading to teaching in the community college. The following concentrations are offered:

(1) Community College/Geography
(2) Community College/History
(3) Community College/Political Science
(4) Community College/Psychology
(5) Community College/Sociology
(6) Secondary School (G Licensure)/Anthropology
(7) Secondary School (G Licensure)/Economics
(8) Secondary School (G Licensure)/Geography
(9) Secondary School (G Licensure)/History
(10) Secondary School (G Licensure)/Political Science
(11) Secondary School (G Licensure)/Sociology

All courses offered through this program are coordinated with the appropriate departments in the colleges of Arts and Sciences, Business, and Education. Chairs of these departments, or their designated representatives, serve on the Social Science, Education Program Advisory Committee.

MASTER OF ARTS IN SOCIAL SCIENCE, EDUCATION

Concentrations: Secondary School (G Licensure)/Anthropology
Secondary School (G Licensure)/Economics
Secondary School (G Licensure)/Geography
Secondary School (G Licensure)/History
Secondary School (G Licensure)/Political Science
Secondary School (G Licensure)/Sociology

The Master of Arts degree with a multidisciplinary major in Social Science, Education for secondary school teaching at the "G" licensure level will allow an individual to teach in any or all of the social studies areas (anthropology, economics, geography, history, political science, and sociology), and in North Carolina, be paid at the "G" level.

Prerequisites:

1. A baccalaureate degree from an accredited college or university with a major in a social science discipline is required.
2. North Carolina "A" licensure in the teaching field, or its equivalent from another state. Applicants are responsible for clearing this prerequisite through the appropriate office in the College of Education.

Hours: 36 semester hours

Required Courses:

A. Social Science Concentrations:
A minimum of 27 hours with two of the social sciences listed below chosen for disciplinary concentrations of nine hours each is required. Courses must be taken in at least four different social sciences.

Social Science Disciplinary Concentration #1 9
Social Science Disciplinary Concentration #2 9
Additional Social Science Disciplinary Hours 6
SUBTOTAL HOURS 24

The following courses are available for this degree from the social science disciplines:

Anthropology:

ANT 5120 Appalachian Culture and Social Organization 3

AND two courses chosen from the following:

ANT 4565 Peasantry, World Systems, and Social Change 3

ANT 4570 Sustainable Development in the Modern World System ... 3
OR
ANT 4600 Medical Anthropology 3

Economics:

ECO 5050 Analysis of Economic Policy 3
ECO 5150 Business Economics 3
Plus one additional course 4500 or higher 3

Geography:

Choose three from the following:

GHY 5100 Special Topics in Physical Environmental Analysis 3
GHY 5110 Special Topics in Regional Analysis 3
GHY 5130 Special Topics in Cultural Environmental Analysis 3
GHY 5301 Regional Geography 3

History:

HIS 5106 Studies in European History 3
HIS 5206 Studies in American History 3
Plus one additional course 4500 or higher 3

Political Science:

P S 5030 Seminar in American Government and Politics 3

P S 5020 Pro-Seminar in International Relations 3
OR
P S 5120 Readings and Research in International Relations 3

P S 5040 Pro-Seminar in Comparative Politics 3
OR
P S 5240 Seminar in Comparative Government and Politics 3

Sociology:

SOC 5025 Advanced General Sociology 3
SOC 5350 Contemporary Social Issues 3

AND

SOC 4560 Race and Minority Relations 3
OR
SOC 4750 Social Stratification 3

B. Additional Course:

In addition, the following course must be taken after candidacy acceptance within one of the chosen discipline concentrations:

GHY/HIS/P S/SOC 5850 Social Science Seminar 3

SUBTOTAL HOURS 3

C. Professional Education Requirements:

C I	5060	Curriculum Planning	2
FDN	4560	Measurement and Assessment	2
FDN	5840	Social and Philosophical Foundations of Education	3
AND			
PSY	5555	Advanced Educational Psychology	2
OR			
PSY	5565	Adolescent Psychology	2

SUBTOTAL HOURS 9

TOTAL HOURS 36

Thesis: None required

Language Proficiency: None required

Comprehensive: A written comprehensive examination will be administered by the student's program advisory committee.

MASTER OF ARTS IN SOCIAL SCIENCE, EDUCATION

Concentrations: Community College/Geography
Community College/History
Community College/Political Science
Community College/Psychology
Community College/Sociology

The Master of Arts degree with a multidisciplinary major in Social Science, Education for community college teaching requires two eighteen hour disciplinary concentrations from the areas listed below, as well as one class in Leadership and Higher Education to meet the professional education requirement.

Prerequisite: A baccalaureate degree from an accredited college or university with a major in a social science discipline is required or permission of the Program Director.

Hours: 39 semester hours

Required Courses:

A. Social Science Concentrations:

Social Science Disciplinary Concentration #1 18
Social Science Disciplinary Concentration #2 18

SUBTOTAL HOURS 36

The following courses are available for this degree:

Geography:

Required core courses: 12

GHY	5000	Research Themes and Methods	3
GHY	5100	Special Topics in Physical Environmental Analysis	3
GHY	5110	Special Topics in Regional Analysis	3
GHY	5130	Special Topics in Cultural Environmental Analysis	3

Additional approved electives above 4500 6

History:

Required core courses:

HIS 5206 Studies in American History 9

Additional hours chosen from among the following: 9

HIS 4550 Tsarist Russia 3
HIS 4552 The Soviet Union and Russia 3
HIS 4564 History of Canada 3
HIS 5104 Philosophy of History 2
HIS 5106 Studies in European History 2-9
HIS 5204 Interpreting American History 3
* HIS 5206 Studies in American History 2-9
HIS 5406 Studies in Asian History 3
HIS 5450 History and Social Studies Education 3
HIS 5530-5549 Selected Topics 1-4

(* course may be repeated)

Political Science:

Required core courses: 12

P S 5000 Research Methods 3
P S 5030 Seminar in American Government and Politics 3

P S 5020 Pro-Seminar in International Relations 3
OR
P S 5120 Readings and Research in International Relations 3

AND

P S 5040 Pro-Seminar in Comparative Politics 3
OR
P S 5240 Seminar in Comparative Government and Politics 3

Additional hours chosen from among the following: 6

C J 5150 The American Justice System 3
AND
P S 5050 Seminar in Public Law and Judicial Behavior 3
P S 5060 Seminar in Public Administration 3
P S 5130 Appalachian Political Perspectives 3
P S 5330 Problems in State and Local Government 3
P S 5530-5549 Selected Topics 1-4

Psychology:

Required concentration hours 18
including:
PSY 4655 Advanced General Psychology 3
and excluding Therapy, Assessment, and Practicum courses:
(PSY 5700, 5701, 5710, 5901, 5902, and 5903),

This concentration is to be planned in consultation with an advisor in the Department of Psychology. Ability of Social Science, Education students to pursue their concentration will be contingent upon the approval of a Psychology Department committee and upon submission of evidence that the student has passed a research methods course in Psychology.

Sociology:

Required core courses: 9

SOC	5025	Advanced General Sociology	3
SOC	5200	Contemporary Sociological Theory	3
SOC	5350	Contemporary Social Issues	3

Additional approved electives 9
(six of these must be 5000 or above; 4570 may not be included)

B. Required Social Science Course:

The following course must be taken after candidacy acceptance within one of the chosen discipline concentrations, and will count toward that discipline's 18 hour requirement.

GHY/HIS/P S/SOC 5850 Social Science Seminar 3

C. Professional Education Requirements:

One course should be selected from the following with the approval of the Program Director:

LHE	5420	Community, Junior, and Technical Colleges	3
OR			
LHE	5440	Instruction in Postsecondary Institutions	3
OR			
LHE	5630	The Adult Learner	3
		SUBTOTAL HOURS	**3**
		TOTAL HOURS	**39**

Thesis: None required

Language Proficiency: None required

Comprehensive: A written comprehensive exam will be administered by the student's program advisory committee.

Department of Sociology and Social Work

Chairperson: Baumhover
Graduate Faculty: Baumhover, Boeringer, Folts, Funk, Hughes, Keeter, Milano, Page, Rienerth, Rosenberg, Turner, Wise

The Department of Sociology and Social Work participates in a program leading to the Master of Arts degree in Social Science, Education with two concentrations: (1) Community College/Sociology and (2) Secondary School (G Licensure)/Sociology. For detailed requirements, see the Social Science description. The department also houses the Master of Arts degree in Gerontology.

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

SOCIOLOGY (SOC)

Senior/Graduate Courses

4530-4549. Selected Topics/(1-4).On Demand.
An opportunity to study a special topic or combination of topics not otherwise provided in the sociology curriculum. May be repeated for credit when content does not duplicate.

4560. 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.

4570. The Addictive Process/(3).F.
An examination of sociological and psychological contributants to alcohol and drug addiction and abuse in our society. The addictive process and its impact on the individual and society are described, as well as treatment and prevention program efforts. Students will also examine their own feelings and attitudes about alcohol and drug use and abuse. Prerequisite: SOC 1000 or permission of instructor.

4600. 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.

4650. Women: Offenders, Victims, Practitioners/(3).S.
This course will explore issues related to women as offenders, victims, and practitioners in the criminal justice system. It will examine the types of crime committed by women, the ways women are handled by the police, courts and correctional system, women's victimization by battering, rape and harassment, and women in non-traditional criminal justice occupations.

4710. 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.

4750. Social Stratification/(3).F.
A study of the distribution of wealth, power, privilege, and prestige. The course examines conservative, liberal, and radical explanations of human inequality. Cross-cultural and comparative analysis is used to focus on various problems of inequality and their consequences.

4800. Sociology of the Family/(3).S.
The origin and development of the family as a social institution; the contemporary family in various cultures; the relationship of the family to the economic, political, religious, and educational institutions in American society. Prerequisite (for undergraduates): SOC 1110.

4850. Population Analysis/(3).On Demand.
Systematic study of the core areas of demography including fertility, mortality, and migration and the social and economic determinants and consequences of population processes. Survey of the concepts, methods, and materials of demographic analysis utilizing population projections, computer analysis, and census data.

4885. Research Methods II/(3).S.
Data preparation and analysis, computer applications, presentation and interpretation of findings. Required of majors. Prerequisite: SOC 3885 or permission of instructor.

4900. Internship: Field Experience/(3-12).F;S.
Supervised placement in a setting which provides an opportunity for students to observe and practice sociological skills. Graded on an S/U basis.

Graduate Courses

5025. Advanced General Sociology/(3).F.
Systematic critical analysis of the state of the sociology discipline and of major sociological principles and ideas.

5110. Research Problems 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.

5200. Contemporary Sociological Theory/(3).F.
A review and assessment of the works of leading contemporary sociologists with critical analysis centering around the nature of sociological explanation.

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.

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. (Same as AS 5300).

5350. Contemporary Social Issues/(3).F.
A critical analysis of some of the major social issues in American society. Emphasis will be placed upon the theoretical and empirical implications of social attitudes toward the explanation, treatment, and public policy decisions related to these issues.

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.

5410. Programs and Services for the Aged/(3).S.
An analysis and evaluation of the national, state, and local programs and services for the aged, and of the policies which the programs are intended to implement.

5500. Independent Study/(1-4).On Demand.

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.

5850. Social Science Seminar/(3).On Demand.
A review and evaluation of the literature of the individual social science disciplines, as well as social science in general, emphasizing contemporary contexts, philosophical underpinnings, theoretical concerns, and methodological convergence. Prerequisite: twelve semester hours of graduate work. (Same as GHY/HIS/PS 5850.)

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

5990. Research Problems II/(3).F.
For students not writing a thesis. Content focuses upon the development of a research proposal including a review of literature, derivation of a theoretical overview, and the outline of a research design. Graded on S/U basis. Prerequisite: SOC 5110.

5999. Thesis/(1-6).F;S.
Graded on S/U basis.

SOCIAL WORK (S W)

Senior/Graduate Courses

4555. Death, Dying, and Living/(3).F.
An examination of how dying, death, and grief are experienced, including how support can be given through helping relationshps to those who are dying or experiencing bereavement. Consideration will be given to the issues of euthanasia, suicide, body disposition, living wills, and the relationship of death to life. Students will have the opportunity to explore personally the meaning of death, other experiences of loss, and the quality of life.

4565. Human Sexuality and Family Living/(3).S.
Information and concepts of human sexuality including physiological, social, psychological, and moral aspects will be studied. Such topics as dating, marriage, prenatal and postnatal care and intrafamily relationships leading to reduction of stress on family members are also to be included. Emphasis will be placed on communication skills-building.

4650. Social Work Field Instruction/(9).F;S.
Supervised placement in selected human services agencies to integrate theory with practice and prepare for professional responsibilities. Approximately 475 hours required in social agency setting. Graded on S/U basis. Prerequisite: admission to the practice sequence and all cognates and social work required courses except SW 4110 or the social work elective.

4690. Senior Seminar: Issues and Ethics for Field and Profession/(3).F;S.
This seminar integrates academic concepts and theory with the realities of social work practice that students experience in field settings, and explores and synthesizes contemporary professional issues. Corequisite: SW 4650.

Department of Technology

Chairperson: Estepp
Graduate Faculty: Domermuth, Edwards, Estepp, Land, Mast, Rapp, Scanlin, Sheppard, Tiller, Wey

The Department of Technology provides programs in the study of technology. The department offers courses in a variety of technical areas including: manufacturing, graphic arts and imaging technology, appropriate technology, electronics, drafting and design, photography, technology education and construction. The student has the opportunity to develop technical skills in selected areas. Skills and experiences gained in these areas are related to professional development in the student's selected field of endeavor.

The technology curriculum includes knowledge, concepts, and experiences which help the student interpret and manage the requirements of a technological society. Students will develop skills for understanding and effectively managing the systems and products of technology. Emphasis at the graduate level includes leadership, professional, and human relations skill development. A team-based problem-solving approach to coursework and research is stressed. Practical experiences from industry and/or education are integrated into the core courses. The program's aim is to foster philosophies for lifelong learning and skills for being effective in environments involving continual change. Advanced technical skills are developed in relation to specific concentration areas.

The Department offers the following graduate degree programs:
(1) Master of Arts in Industrial Education with two concentrations:
    (a) Secondary School Teaching
    (b) Community, Junior & Technical College Teaching
(2) Master of Arts in Industrial Technology with eight concentrations:
    (a) Applied Electronics
    (b) Appropriate Technology
    (c) Building Science
    (d) Graphic Arts and Imaging Technology
    (e) Industrial Technology
    (f) Manufacturing Technology
    (g) Technical Communications
    (h) Technical Training

MASTER OF ARTS IN INDUSTRIAL EDUCATION

Concentration: Secondary School Teaching

A concentration in secondary school teaching will lead to North Carolina "G" teacher licensure if a teaching license is held.

Prerequisite: A baccalaureate degree from an accredited college or university is required with a major in Industrial Education and Technology or undergraduate competencies in the field; a North Carolina "A" license or its equivalent from another state. Course competencies may be achieved by: 1) taking and passing the undergraduate courses at Appalachian, 2) receiving credit by examination, 3) transferring equivalent work from another school, 4) the acceptance of equivalent work (technical school, military, etc.) by the professor responsible in the area.

Hours: 30-33 semester hours with thesis; **36** semester hours without thesis

Required Courses:

General Requirements:

FDN	5000	Research in Education	3

TEC Requirements:

TEC	5119	Industrial Leadership, Organization and Communication	3
TEC	5129	Industrial Systems Management	3
TEC	5139	Technology and Culture	3
TEC	5670	Seminar	0
TEC	5809	Research and Development in Technical Areas	3
TEC	5909	Computer Uses for Industrial Research and Development	3
		SUBTOTAL HOURS	**18**

Professional Education Requirements:

C I	5060	Curriculum Planning	2-3
FDN	4560	Measurement and Assessment	2
FDN	5840	Social and Philosophical Foundations of Education	3
AND			
PSY	5555	Advanced Educational Psychology	2-3
OR			
PSY	5565	Adolescent Psychology	2-3
		SUBTOTAL HOURS	**9-11**

Remaining Courses:

Thesis option			0-1
OR			
Non-thesis option			7-9

(To be selected by the student in consultation with his/her committee.)

SUBTOTAL HOURS **0-1 or 7-9**

Thesis: Optional

TEC	5999	Thesis	2-4
		TOTAL HOURS	**30-33 or 36**

Language Proficiency: None required

Comprehensive:

Non-thesis option: Core exam (end of first year) and Oral Presentation for Technical Competencies:

Students selecting the non-thesis option will have a written and oral exam covering information from the core classes. During the last one-third of the program and at least 14 calendar days prior to the date the candidate receives the degree there will be an oral presentation of technical competencies to the program committee.

Thesis option: Thesis Proposal (end of first year) and Thesis Defense:

Students selecting the thesis option will select their thesis committee and defend their thesis proposal in a scheduled meeting. During the last one-third of the program and

at least 14 calendar days prior to the date the candidate receives the degree there will be an oral defense of the thesis. Students writing a thesis should follow the guidelines and deadlines developed by the Graduate School as well as the department's schedule.

MASTER OF ARTS IN INDUSTRIAL EDUCATION

Concentration: Community, Junior and Technical College Teaching

This concentration will not result in North Carolina "G" licensure. Specific course requirements in addition to the general and TEC requirements are:

Prerequisite: A baccalaureate degree from an accredited college or university; baccalaureate competencies in the technical area(s) in which you plan to concentrate at the masters level. Prerequisite courses will be determined on an individual basis.

Hours: 30-34 semester hours with thesis; **36** semester hours without thesis

Required Courses:

General Requirements:

FDN	5000	Research in Education	3

TEC Requirements:

TEC	5119	Industrial Leadership, Organization and Communication	3
TEC	5129	Industrial Systems Management	3
TEC	5139	Technology and Culture	3
TEC	5670	Seminar	0
TEC	5809	Research and Development in Technical Areas	3
TEC	5909	Computer Uses for Industrial Research and Development	3
		SUBTOTAL HOURS	**18**

Professional Education Requirements:

LHE	5420	Community, Junior, and Technical Colleges	3
AND			
LHE	5440	Instruction in Postsecondary Institutions	3
OR			
LHE	5630	The Adult Learner	3
OR			
LHE	5900	School Administration and Supervision Internship/ Field Study	2-8
		SUBTOTAL HOURS	**5-11**

Remaining Courses:

Thesis option	0-5
OR	
Non-thesis option	7-13

(To be selected by the student in consultation with his/her committee.)

SUBTOTAL HOURS ..... 0-5 or 7-13

Thesis: Optional

TEC	5999	Thesis	2-4

TOTAL HOURS.....30-34 or 36

Language Proficiency: None required

Comprehensive:

Non-thesis option: Core exam (end of first year) and Oral Presentation for Technical Competencies:
Students selecting the non-thesis option will have a written and oral exam covering information from the core classes. During the last one-third of the program and at least 14 calendar days prior to the date the candidate receives the degree there will be an oral presentation of technical competencies to the program committee.

Thesis option: Thesis Proposal (end of first year) and Thesis Defense:
Students selecting the thesis option will select their thesis committee and defend their thesis proposal in a scheduled meeting. During the last one-third of the program and at least 14 calendar days prior to the date the candidate receives the degree there will be an oral defense of the thesis. Students writing a thesis should follow the guidelines and deadlines developed by the Graduate School as well as the department's schedule.

MASTER OF ARTS IN INDUSTRIAL TECHNOLOGY

Concentrations: Applied Electronics
Appropriate Technology
Building Science
Graphic Arts and Imaging Technology
Industrial Technology
Manufacturing Technology
Technical Communications
Technical Training

This is a non-teaching degree program. In this program, students selecting the non-thesis option must choose an approved concentration.

Prerequisite: A baccalaureate degree from an accredited college or university; baccalaureate competencies in the technical area(s) in which you plan to concentrate at the masters level. Prerequisite courses will be determined on an individual basis.

Hours: 30 semester hours with thesis; **36** semester hours without thesis

Required Courses:

General Requirements:

TEC	5000	Research in Technology	3

TEC Requirements:

TEC	5119	Industrial Leadership, Organization and Communication	3
TEC	5129	Industrial Systems Management	3
TEC	5139	Technology and Culture	3
TEC	5670	Seminar	0
TEC	5809	Research and Development in Technical Areas	3
TEC	5909	Computer Uses for Industrial Research and Development	3
		SUBTOTAL HOURS	**18**

Remaining Courses:
Thesis option 8-10
OR
Non-thesis option:
Concentration 9-12
Approved Electives 6-9

Note: Non-thesis majors must complete a 9-12 hour concentration either in the Department of Technology or an interdisciplinary option. To be selected by the student in consultation with his/her committee.

SUBTOTAL HOURS ..... 8-10 or 18

CONCENTRATIONS:
Concentrations for the Master of Arts in Industrial Technology are available in eight areas. Non-thesis majors may elect one of the Technology concentrations or an interdisciplinary concentration.

(A) Technology Concentrations:
Building Science
Graphic Arts and Imaging Technology
Manufacturing Technology
Each concentration has a set of specific technical competencies that the student must meet prior to graduation. Students selecting one of these three concentrations will be required to take 9-12 hours of coursework that will provide advanced study, technical skill development, and problem identification and research in the selected concentration area. Students will have the opportunity to work on their technical competencies in these classes. The classes will also provide interaction among students from all concentration areas in the department.

TEC	5509	Technical Competency Development	3-6
TEC	5900	Internship	3

AND ONE OF THE FOLLOWING COURSES:

TEC	5309	Computer Networking	3
TEC	5409	Technical Presentations	3
TEC	5709	Forecasting and Assessment of Technology	3

SUBTOTAL HOURS 9-12

(B) Interdisciplinary Concentrations:
Applied Electronics
Appropriate Technology
Industrial Technology
Technical Communications
Technical Training
Each concentration will consist of 9-12 semester hours of coursework from a specified list of courses for each concentration. (See Graduate Advisor for list.) The remaining elective courses will be selected by the student in consultation with his/her graduate committee.

SUBTOTAL HOURS 9-12

Thesis: Optional

TEC	5999	Thesis	2-4

TOTAL HOURS ..... 30 or 36

Language Proficiency: None required

Comprehensive:

Non-thesis option: Core exam (end of first year) and Oral Presentation for Technical Competencies:
Students selecting the non-thesis option will have a written and oral exam covering information from the core classes. During the last one-third of the program and at least 14 calendar days prior to the date the candidate receives the degree there will be an oral presentation of technical competencies to the program committee.

Thesis option: Thesis Proposal (end of first year) and Thesis Defense:
Students selecting the thesis option will select their thesis committee and defend their thesis proposal in a scheduled meeting. During the last one-third of the program and at least 14 calendar days prior to the date the candidate receives the degree there will be an oral defense of the thesis. Students writing a thesis should follow the guidelines and deadlines developed by the Graduate School as well as the department's schedule.

GENERAL NOTES:

A. Requirements for Admission to Candidacy
1. Satisfactory completion of FDN 5000 or TEC 5000
2. Completion of 8 semester hours of graduate coursework with at least a 3.00 grade point average.
3. Completion of an approved program of study which is filed with the graduate coordinator.
4. Students pursuing the Master of Arts in Industrial Education with a concentration in Secondary School Teaching must take the PRAXIS (NTE) common and area exam.

B. Independent or individual study courses are not to be taken before admission to candidacy is completed.

C. No more than 12 hours below the 5000 level may be applied to the degree.

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

Senior/Graduate Courses

4552. Printing Estimating/(2).F.
The study of the many facets of a printing estimator including estimating paper, ink, art work, copy preparation, copyfitting, composition, photocopy, image assembly, platemaking, presswork, binding and finishing. Also included is the marketing analysis of the pricing procedure and production standards. Lecture two hours.

4553. Industrial Statistical Research/(3).F;S.
A course in statistical process control involving research, statistics, quality control, time and motion study and other concepts applicable to industrial processes. Lecture two hours, laboratory two hours. Prerequisite: TEC 2033.

4555. 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.

4557. Manufacturing Production Techniques/(3).S.
The design, development, and mass production of a manufactured product. To include market survey, design selection, prototype construction, development of jigs and fixtures,

implementation of process planning and control systems, and the actual production of a product. Lecture one hour, laboratory four hours. Prerequisite: TEC 4407 or permission of the instructor.

4560. Problems and Processes of Industrial Arts and Technical Education/(1-2).F;S.
Individual research on problems determined by the student's need.

4562. Paper and Printing Substrates/(2).S.
This course is designed to provide the student with an understanding of how printing substrates are produced, the many different types and for what purpose they have been designed. Lecture two hours.

4563. Computer Programming and Instrumentation/(3).F.
A study of computer application and programming concepts utilizing the BASIC and PASCAL languages. Elementary skills in user-written programs will be developed as well as an understanding of the use and application for manufacturer supplied software. Lecture two hours, laboratory two hours. Prerequisite: TEC 4023 or equivalent.

4565. Applied Furniture Design and Construction/(4).S.
The study of traditional and contemporary furniture, and its importance, design, and construction procedures. The student may design and construct a piece of traditional or contemporary furniture. Lecture two hours, laboratory four hours. Prerequisite: TEC 3025.

4572. Production Management/(3).S.
Practical management techniques and experience in the areas of sales, finance and high, middle, and lower level personnel management in an active printing production facility. This course will be taught concurrently with TEC 2012 Production Techniques in Graphic Arts. Lecture one hour, laboratory four hours. Prerequisite: TEC 2012.

4576. Production Techniques in Industrial Crafts/(3).F.
An analysis of functional design and production methods used in industrial crafts. Individual projects designed to employ various technical and mechanical methods of production to leather, ceramic, metals and combination of these craft materials. Lecture two hours, laboratory two hours. Prerequisites: TEC 2106, 2116, 2126 or permission of instructor.

4582. Industrial Photo-Lithography/(3).F;S.
Advanced studies in cold-type composition (both photographic and mechanical) and offset press operation. A major emphasis is the area of industrial photography up to four color separation and printing; auxiliary areas are the use of test equipment for negatives, plates, and the technology of paper and its uses in the industrial scheme. Lecture one hour, laboratory four hours. Prerequisite: TEC 1002.

4583. Microprocessor Technology/(3).S.
A detailed study of the architecture of the microprocessor and microcomputer. The course will include computation, machine representation of information, storage structure, buses, input/output, interfacing, peripheral devices, and instruction sets. Theory to be reinforced by hands on experience. Lecture two hours, laboratory two hours. Prerequisite: TEC 4023 or equivalent.

4592. Advanced Screen Process Printing/(3).F;S.
Advanced laboratory practice in transfer and direct photographic screen printing with emphasis on multicolor printing, cylinder printing and finishing techniques. Lecture one hour, laboratory four hours. Prerequisite: TEC 3012.

4596. Design and Material Development for Industrial Crafts/(3).F.
An analysis of the development processing and finishing techniques used for ceramics, leather, and non-metal materials. Emphasis is on exploratory problems and the application of these materials to the design of industrial craft products. Lecture two hours, lab two hours. Prerequisites: TEC 2106, 2116, 2126 or permission of the instructor.

4601. Advanced Computer-Aided Drafting and Design/(3).F;S.
In-depth exploration in technical illustration and modeling as performed with advanced CADD software. Units will include: layout and construction methods, perspective, and finished illustration techniques appropriate to CADD. Lecture two hours, laboratory two

hours. Prerequisite: TEC 3001 or permission of the instructor.

4609. Introduction to Vocational and Industrial Education/(3).F.
Vocational and industrial education in the modern school and how they affect general education. Historical and legal impacts and development. Organization for effectiveness in public education. Lecture three hours.

4611. Product Design/(3).S.
The design and development phases in producing manufactured products. Problem identification, preliminary ideation, design refinement, drafting standards and communication will be included for all units. Units include: feasibility studies, material and processes, anthropometric data, engineering psychology, model testing and analysis, decision processes and economics. Prerequisite: TEC 2011 or permission of instructor. Lecture two hours, laboratory two hours.

4619. Curriculum Development in Vocational and Industrial Education/(3).S.
Procedures for identifying and developing curricular materials for vocational and industrial education. Techniques of revising existing curriculum to satisfy current or emerging technology. Sources and resources used in developing valid curriculum. Lecture three hours.

4622. Senior Graphic Arts Seminar/(1).F;S.
This course is concerned with the development of a supervisory and/or management style through discussions, presentations and reports. Topics to be covered are professional ethics, promoting employee loyalty and commitment, reducing turnover, absenteeism, tardiness, hiring, firing, handling conflict, supervising and influencing people, and other problems of supervisors and managers. Other topics will be timely concerns of the graphic arts industry. Prerequisite: TEC 3622.

4628. Solar Energy Technology/(3).F.
This course is designed to provide students with an opportunity to apply the basic principles and concepts of using the sun's energy. Students will develop skills in the use of tools, materials, and processes which effectively and efficiently capture and use the sun's energy. Contemporary trends in Energy management/conservation and solar technology will be discussed. Lecture one hours, laboratory four hours. Prerequisite: 3418 or permission of the instructor.

4629. Safety and Management in Vocational and Industrial Education/(3).F.
Industrial management, safety and maintenance and their effect on vocational and industrial education. Organization for effective and safe maintenance of an occupational laboratory within the confines of OSHA and local regulatory mandates. Lecture three hours.

4638. Contemporary Problems in Appropriate Technology/(3).S.
This course is designed to provide students with an overview of contemporary problems facing the Appropriate Technology movement such as affordable and efficient alternative energy systems, small scale production systems, waste management and recycling, bioregional development, community and shelter design and technology transfer methodology. Each student will have the opportunity to explore in depth a problem of their choosing and will be given guidance in the identification, definition and analysis of their chosen problem. Both library research and prototype or model construction will be required. Lecture three hours. Prerequisite: 3408 or permission of the instructor.

4639. Vocational and Industrial Student Organization/(3).S.
Vocational student club organization and management. Leadership training through student organization. Lecture three hours.

4649. Cooperative Vocational and Industrial Education/(3).S.
Organization and administration of a cooperative program for vocational or interdisciplinary areas. Included are locating and maintaining training stations and developing training plans. Lecture three hours.

4652. Studio Photography/(3).F.
An introductory course to studio photography that covers studio lighting and large format cameras for industrial/product and portrait photography. Lecture two hours, laboratory two hours. Prerequisites: TEC 1022 and 2022 or 3022, or permission of instructor.

4708. Building Science/(3).F;S.
(Effective spring semester, 1998).
This course introduces students to complex issues concerning how buildings actually interact with their environment. Particular issues include how moisture problems occur, how to protect building occupants from poor health due to indoor air quality problems, how to prevent building durability problems, and how to provide a more energy efficient and comfortable building for your client. The course will investigate the use of diagnostic equipment, such as blower doors, duct leakage testing devices, indoor air quality measurement devices and air flow detection equipment.

4900. Internship/(3-12).F;S.
Graded on S/U basis.

Graduate Courses
5000. Research in Technology/(3).F.
A comprehensive study and practice of experimental research. The course covers the types, components, methods, and tools of research. The tools consist of statistical analysis, searching literature, data collection and publication of results. The student is required to perform and display a research project.

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.

5129. Industrial Systems Management/(3).S.
The study of planning industrial processes and the techniques used to measure and control their outcomes.

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.

5309. Computer Networking/(3).F.(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 (LAN's) will be emphasized. In particular, developing the skills needed for installation, troubleshooting, and optimization of networks will be the primary goal of the course.

5409. Technical Presentations/(3).S.(Odd Numbered Years).
A study and development of technical reports and presentations. Emphasis is placed on presentation production methods and materials including computer applications.

5500. Independent Study/(1-4).F;S.
Approved contract required.

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.

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

5560. Advanced Problems in Technical Areas/(1-2).F;S.
Individual research. Areas to be determined by need, background, and interest. Prerequisite: Must have been admitted to candidacy.

5670. Seminar/(0).F;S.
Required of all graduate students. Students will attend all departmental seminars while enrolled as full time students.

5709. Forecasting and Assessment of Technology/(3).S.(Even Numbered Years).
This course examines three main subjects:
1. Methodologies developed to forecast technological growth, including economic analysis of emerging technologies.
2. Procedures and methods for assessing the impact of technologies on the economy, the environment, and society.
3. Societal issues regarding both technological growth and studying the future of technology.

5809. Research and Development in Technical Areas/(3).F;S.
Investigation and experimentation with contemporary processes, materials, and techniques to improve technical areas. Emphasis is on recent technological advances.

5900. Internship/(3-6).F;S.
A guided practical experience in an industrial or business setting. No more than three hours can be applied to a graduate program of study. Graded on S/U basis.

5909. Computer Uses for Industrial Research and Development/(3).F.
A seminar/laboratory course with a common core of technical experiences and topics related to computer applications. Designed to allow for research and development activities as well as individual experimentations within the specific needs of individual students. Two-hour seminar and two-hour laboratory. Prerequisites: TEC 1001 and 2803 or equivalents.

5999. Thesis/(2-4).F;S.
Graded on S/U basis only.

Department of Theatre and Dance

Chairperson: Cole
Graduate Faculty: Cole, Mohler

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

(For a description of the course abbreviations used in the following list of courses, see pages 69-70.)

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

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

Index

Abbreviations, for courses, 69-70
Absence from class, 70
Academic Calendar, inside front cover
Academic Computing Services, 44
Academic Load, 70
Academic Load, Reduction in, 71
Academic Regulations, 68
Academic suspension and dismissal, 72
ACC, accounting courses, 87
Accounting, Department of, 85
Accounting, Master of Science Degree in, 85
Accreditation of University, 30
Administrative Officers, 6
Admission to Candidacy, 60
Admission to the University, 48
  Application Procedures, 48
  Admission Formula/Test Scores, 48
  Admission Requirements, 48
  Admission Status, 49
  Regular, 49
  Provisional, 49
  Visiting, 49
  Applicant, 50
  Licensure, 50
  Non-Degree, 50
  Auditors, 50
  Undergraduate Enrollment for Graduate Level Courses, 51
  International Students, 51
  Readmission, 51
  Disposition of Application Documents, 51
Advisement, Academic, 60
ANT, anthropology courses, 90
Anthropology, Department of, 90
Appalachian House, 34
Appalachian Studies, Department of, 92
Appalachian Studies, Master of Arts Degree in, 92
Applied Physics, Master of Science Degree in, (see Physics & Astronomy, Department of), 263
ART, art courses, 94
Art, Department of, 94
Arts and Sciences, College of, 77
  Degrees offered, 77
A S, appalachian studies courses, 93, 175
Assistantships, 57
Attendance policy, 70
Auditing a Course, 50

Banking Services on Campus, 40
BE, business education courses, (see Curriculum and Instruction, Department of), 117
Belk Library, 42
BIO, biology courses, 99
Biology, Department of, 97
Biology, Master of Science Degree in, 97
Biology, Education, Master of Arts Degree in, 97
Board of Governors, 4
Board of Trustees, 6
Bookstore, 40
Broyhill Inn & Conference Center, 80
Business, College of, 79
  Degree offered, 79
Business Administration, (Master of), 65, 102
  Application, 103
  General Admission, 102
  GMAT, 103
  Interviews, 103
  Financial Aid, 103

Calendar, academic, inside front cover
Camp Broadstone, 45
Campus, location and description of, 32, 34
Career Development Center, 40
Catalog, Choice for Graduation, 68
CD, communication disorders courses, (see Language, Reading and Exceptionalities, Department of), 205
Center for Management Development, 80
Certificate of Advanced Study (see Psychology, Department of), 66, 277
Change of Course, 71
Changing Grades, 73
Change of Major, 73
CHE, chemistry courses, 106
Chemistry, Department of, 106
CI, curriculum and instruction courses, 118
CIS, computer information systems courses, (see Information Technology and Operations Management, Department of), 194
CJ, criminal justice courses, (see Political Science and Criminal Justice, Department of), 273
Class Attendance, 70
Clinical Psychology, Master of Arts Degree in, (see Psychology, Department of), 274
COM, communication courses, 108
Commencement, 67
Communication, Department of, 108

Communication Disorders, Master of Arts Degree in, (see Language, Reading and Exceptionalities, Department of), 199
Communication Disorders (K-12), Master of Arts Degree in, (see Language, Reading and Exceptionalities, Department of), 200
Community Counseling, Master of Arts Degree in, (see Human Development and Psychological Counseling, Department of), 179, 182
Community, Junior and Technical College Teaching (Non-Licensure) Professional Education Requirements (see Language, Reading and Exceptionalities, Department of), 229
Community and Regional Planning, (see Geography and Planning, Department of), 154
Comprehensive Clinic, 40
Computer Science (for Foreign Language Proficiency), 63
Computer Science, Master of Science Degree in, (see Mathematical Sciences, Department of), 245
Computer Science (see Mathematical Sciences, Department of), 245
Concentrations, academic (see major department)
Conferences & Institutes, Office of, 45
Continuing Education, Division of, 45
Continuing Education Unit (CEU), 47
Correlated Minors, 109, 115, 198, 204
Counseling & Guidance (School Counseling), Master of Arts Degree in, (see Human Development and Psychological Counseling, Department of), 182, 184
Counseling and Psychological Services Center, 39
Course and Grade Policies, 69
Course Loads, 70
Course Numbering, 69
Credit by Examination, 73
Credit, Transfer of, 74
Cratis D. Williams Graduate School, 30
Criminal Justice Program (see Political Science and Criminal Justice, Department of), 266
CS, computer science courses, 251
Curriculum and Instruction, Department of, 109
Curriculum Specialist (Educational Supervision Licensure), Master of Arts Degree in, 109

Degree Requirements, 60
  Admission to Candidacy, 60
  Application for Degree, 66
  Commencement, 67
Division of Continuing Education, 45
Doctor of Education
  Requirements for, 66, 126
Drop-Add Period, 71
Drug Policy, (see Summary of Substance Abuse Policy), 35

ECO, economics courses, 123
Economics, Department of, 123
EDL, educational leadership courses, 128
Education, College of, 81
  Degrees offered, 81
Educational Administration, Educational Specialist Degree in, (see Leadership and Educational Studies, Department of), 225
Educational Goals, 35
Educational Leadership, Department of, 126
Educational Leadership, Doctor of Education in, 66, 126
Educational Media, Master of Arts Degree in, (see Curriculum and Instruction, Department of and Leadership and Educational Studies, Department of), 110, 216
Educational Media (For Librarians), Educational Specialist Degree in, (see Leadership and Educational Studies, Department of), 215, 226
Educational Specialist Degree, Requirements for, 66
Elementary Education, K-6, Master of Arts Degree in, (see Curriculum and Instruction, Department of), 113
Employment, Student, 59
ENG, English courses, 133
English, Department of, 131
English, Master of Arts Degree in, 131
English, Education, Master of Arts Degree in, 132
ES, exercise science courses, 168
Exercise Science, Master of Science Degree in, (see Health, Leisure and Exercise Science, Department of), 165
Expenses (see Tuition and Fees), 52
Extension Instruction, 46

Faculty, Listing of, 9
Faculty and Staff Support Center, 43
Family and Consumer Sciences, Department of, 136
Family and Consumer Sciences, Master of Arts Degree in, 136
Family and Consumer Sciences, Education, Master of Arts Degree in, 137
FCS, family and consumer sciences courses, 138
FDN, foundations of education courses, 230
Fees, (Other), 52
Fees (see Tuition, Fees, and Expenses), 52
Fellowships, 57
Field-Based Program, 66
Finance, Insurance and Real Estate, Department of, 142
Financial Aid, 57, (MBA), 103
  Assistantships, Fellowships and Scholarships, 57, (MBA), 103
  Student Employment Programs, 59
  Minority Presence Grant Program, 57
  Student Loans, 59
  Veterans, 58
Fine and Applied Arts, College of, 83
  Degrees offered, 83
FIR, finance, insurance and real estate courses, 142
F L, foreign languages and literatures courses, 151
Food Services, 38
Foreign Languages and Literatures, Department of, 145
Foreign Language Proficiency, 63
FRE, French courses, 152

GS, general science courses, (see Biology, Department of), 101
Geography and Planning, Department of, 154
Geography, Master of Arts Degree in, 154
Geology, Department of, 158
Gerontology, 159
Gerontology, Master of Arts Degree in, 159
GHY, geography courses, 155
GLY, geology courses, 158
Goals, (see educational goals), 35
Grades, 72
Grading System, 72
  Repeat Rule, 73
  Changing Grades, 73
  Pass-Fail grading, 73
Graduate Council, 29
Graduate Faculty, 9
Graduate Minors, 64
Graduation, Requirements for, 61
Graduate Students, Admission, 48

HCM, health care management courses, 242
Health and Physical Education, Master of Arts Degree in, 163
Health and Physical Education (Non-Teaching), Master of Arts Degree in, 164
Health Care Management (see Management, Department of), 239
Health, Leisure and Exercise Science, Department of, 163
Health Promotion (see Health, Leisure and Exercise Science, Department of), 163, 166
Health Services, 39
HED, health education courses, (see Curriculum and Instruction, Department of), 122
Higher Education, Administration, Educational Specialist Degree in, (see Leadership and Educational Studies, Department of), 227
Higher Education, Administration, Master of Arts Degree in, (see Leadership and Educational Studies, Department of), 219
Higher Education, Adult Education, Educational Specialist Degree in, (see Leadership and Educational Studies, Department of), 227
Higher Education, Adult Education, Master of Arts Degree in, (see Leadership and Educational Studies, Department of), 219
Higher Education, Developmental Studies, Educational Specialist Degree in, (see Leadership and Educational Studies, Department of), 228
Higher Education, Developmental Studies, Master of Arts Degree in, (see Leadership and Educational Studies, Department of), 220
Higher Education, Teaching, Educational Specialist Degree in, (see Leadership and Educational Studies, Department of), 229
Higher Education, Teaching, Master of Arts Degree in, (see Leadership and Educational Studies, Department of), 221

HIS, history courses, 173
History, Corporate, (see The University), 32
History, Department of, 170
History, Master of Arts Degree in, 170
History, Education, Master of Arts Degree in, 171
HOS, hospitatility management courses, 243
Housing, 38
HP, health promotion courses, 166
HPC, human development and psychological counseling courses, 188
Hubbard, William C., Center for Faculty and Staff Support, 43
Human Development and Psychological Counseling, Department of, 177
Human Service Programs, 82

Independent Study, 73
Individual Study, 73
Industrial Education, Master of Arts Degree in, (see Technology, Department of), 293, 295
Industrial-Organizational Psychology and Human Resource Management, Master of Arts Degree in, (see Psychology, Department of), 239, 275
Industrial Technology, Master of Arts Degree in, (see Technology, Department of), 296
Information and Technology Services, 44
Information Technology and Operations Management, Department of, 194
Insurance for Students, 39
International Programs, Office of, 42
Internships, 74

Language Proficiency Requirements, 63
Language, Reading and Exceptionalities, Department of, 198
Leadership and Educational Studies, Department of, 214
Learning Resources, 42
  Belk Library, 42
  William C. Hubbard Center for Faculty and Staff Support, 43
Legend's Social Center, 41
Leisure Studies (see Health, Leisure and Exercise Science, Department of), 163, 167
LHE, leadership and higher education courses, 231
LIB, library science courses, 235
Library, (see Belk Library), 42
Library Science and Educational Foundations (see Leadership and Educational Studies, Department of), 214
Library Science, General, Master of Library Science Degree in, (see Leadership and Educational Studies, Department of), 222
Licensure, 50
Loan Programs, Student, 59
  Perkins Student Loan Program, 59
  Stafford Student Loan (SSL), 59
LS, leisure studies courses, 167

Management, Department of, 239
Marketing, Department of, 244
Marriage and Family Therapy, Master of Arts Degree in, (see Human Development and Psychological Counseling, Department of), 184
Master of Arts, (see individual departments for requirements), 61
  Thesis program, 62
  Non-thesis program, 62
Master of Business Administration
  Requirements for, 65, 102
Master of Library Science
  Requirements for, 65, 222
Master of Music
  Requirements for, 65, 254
Master of Public Administration
  Requirements for, 65, 268
Master of School Administration,
  Requirements for, 65, 224
Master of Science
  Requirements for, 64
MAT, mathematics courses, 249
Mathematical Sciences, Department of, 245
Mathematics, Education, Master of Arts Degree in, 246
Mathematics, General, Master of Arts Degree in, 247
Medical Services for Students, 39
MGT, management courses, 240
Middle Grades Education (6-9), Master of Arts Degree in, (see Curriculum and Instruction, Department of), 114
Military Personnel, residency for tuition, 55
Minority Presence Grants, 57, 58
Minors, academic (see individual departments for requirements), 64
  Appalachian Studies, 93

Community, Junior and Technical College Teaching, 216
English, 133
Family and Consumer Sciences, 138
Geography, 155
Higher Education, Administration, 216
Higher Education, Adult Education, 216
Higher Education, Developmental Studies, 216
Higher, Education, Teaching, 216
History, 173
Philosophy and Religion, 262
Physics, 263
Psychology, 279
Romance Languages/French, 151
Romance Languages/Spanish, 151
Secondary School Teaching, 115
Mission, University, 34
MKT, marketing courses, 244
MUS, music courses, 258
Music, Master of Music Degree in, 258
Music, School of, 84, 254
Music Education, Master of Music, Degree in, 254

National Guard/Reserves, Financial Aid for, 58
Newspaper, Student, 42
New York Loft, 34

Officers of The University of North Carolina, General Administration, 4
Out-of-date credit (see Time Limit), 74

PE, physical education courses, 166
Philosophy and Religion, Department of, 262
PHY, physics courses, 264
Physical Education (see Health, Leisure and Exercise Science, Department of), 163
Physics and Astronomy, Department of, 263
PLN, community and regional planning courses, 157
Policy prohibiting sexual harrassment, 37
Political Science and Criminal Justice, Department of, 266
Political Science, Master of Arts Degree in, 266
Political Science, Education, Master of Arts Degree in, 267
POM, production/operations management courses, 196
Postal and Banking Services, 40
P&R, philosophy and religion courses, 262
Professional education courses, (see Curriculum and Instruction, Department of), 116
Proficiency Requirements, 63
PS, political science courses, 270
PSY, psychology courses, 279
Psychology, Department of, 274
Psychology, General/Theoretical, Master of Arts Degree in, (see Psychology, Department of), 276
Public Administration, Master of, 268
Public History, Master of Arts Degree in, 172

RE, reading courses, (see Language, Reading and Exceptionalities, Department of), 208
Reading Center (see Comprehensive Clinic), 40
Reading Education, General, Master of Arts Degree in, (see Language, Reading and Exceptionalities, Department of), 200
Readmission, 51
Reduction in Class Schedule, 53
Refund Policy, 53
Registration, 70
Rehabilitation Psychology, Master of Arts Degree in, (see Psychology, Department of), 276
Release of Student Information, 74
Religion, courses in (see Philosophy and Religion, Department of), 262
Repeat Rule, 73
Research Facilities, 33
Residence Classification for Tuition Purposes, 54
Romance Languages, Master of Arts Degree in, 145-150

Scholarships, 57
School Administration, (Master of), (see Leadership and Educational Studies, Department of), 224
Scholarships, 57, 104, (MBA) Scholarships, Standards of, 68
School Psychology, Level II, (see Psychology, Department of), 277
Second Master's Degree, 65
Secondary School Teaching (G Level Licensure), Requirements for,

(see Curriculum and Instruction, Department of), 116
Selected Topics, 73
Services, University, 38
Sexual Harrassment, Policy Prohibiting, 37
Small Business and Technology Development Center (SBTDC), 80
SNH, Spanish courses, 153
SOC, sociology courses, 290
Social Science, Program in, 285
Social Science, Education, Master of Arts Degree in, 285, 287
Social Work, (see Sociology and Social Work, Department of), 290
Sociology and Social Work, Department of, 290
SPE, special education courses, (see Language, Reading and Exceptionalities, Department of), 210
Special Education: Cross Categorical, Master of Arts Degree in, (see Language, Reading and Exceptionalities, Department of), 203
Special Education: Teaching Parent Specialty, Master of Arts Degree in, (see Language, Reading and Exceptionalities, Department of), 204
Special Students, 50
Speech and Hearing Clinic, (see Comprehensive Clinic), 40
Standards of Scholarship, 68
Statistics, (see Mathematical Sciences, Department of), 245
STT, statistics courses, 253
Student Development, Master of Arts Degree in, (see Human Development and Psychological Counseling, Department of), 186
Student Development, General, Master of Arts Degree in, (see Human Development and Psychological Counseling, Department of), 188
Student Employment Programs, 59
Student Life and Student Services, 38
  Career Development Center, 40
  Counseling, 39
  Personal, 39
  Cultural Opportunities, 41
  Division of Student Programs, 40
  Financial Aid, 57
  Food Services, 38
  Health Services, 39
  Housing, 38
  Insurance, 39
  Legend's Social Center, 41
  Loan Programs, 59
  Medical Services, 39
  Release of Student Information, 74
Student Programs, Department of, 40
Substance Abuse Counseling, 36
Substance Abuse Policy, Summary of, 35
Summer Sessions, 44
Suspension of Students, 72
SW, social work courses, 292

TD, theatre and dance courses, 303
Teacher Education Graduate Programs, 81
TEC, technology courses, 298
Technology, Department of, 293
Theatre and Dance, Department of, 303
Thesis/non-thesis programs, 62
Time Limits, 74
Transcripts, 74
Transfer of coursework, 74
Trustees, 6
Tuition, Fees and Expenses, 52
  Tuition: 52
  In-State Students, 52
  Out-of-State Students, 52
  Part-time Students, 52
  Field-Based Students, 52
  Other Fees, 52
  Refund Policy, 53
  Withdrawal, 53
  Reduction in Class Schedule, 53
  Residence Classification for Tuition Purposes, 54

University, The, 30
  Corporate History, 32
  Location, 34
  Mission, 34
  Faculty, 9
University Bookstore, 40
University Health Services, 39
University Services, 38

Veterans
  Financial Aid, 58

Withdrawal from the University, 71
Writing Center, 40

NOTES

Appalachian State University
CORRESPONDENCE DIRECTORY

For prompt attention, inquiries should be directed to the following:

Admissions
Joseph Watts, Director of Admissions

Alumni Affairs
Barbara Burgin, Director of Alumni Affairs

Faculty Appointments
Harvey R. Durham, Provost and Vice Chancellor for Academic Affairs

Graduate Admissions, Curriculum, and Requirements
VACANT (at the time of this publication) Dean of Graduate Studies and Research

Instructional Programs
Harvey R. Durham, Provost and Vice Chancellor for Academic Affairs

Library
Mary Reichel, University Librarian

Placement
David Ball, Director of Career Development Center

Public Affairs
Siegfried E. Herrmann, Vice Chancellor for University Advancement

Registration for Classes, Transcript Requests, Enrollment Certification, Withdrawal from the University, Application for Graduation (Undergraduate), Graduate Programs of Study, Commencement, Residence Requirements (for the purpose of Tuition), Academic Policy
A. Brooks McLeod, Registrar

Residence Life
Richard Geis, Director of Residence Life

Scholarships, Student Employment, Student Loans, Veterans Information
Esther Captain, Director of Student Financial Aid

Student Welfare
Gregory Blimling, Vice Chancellor for Student Development

Summer School
R. Clinton Parker, Director of Summer Sessions

University Information Center
(704) 262-2179

University Policy
Francis T. Borkowski, Chancellor

Web Site
http: //www.appstate. edu

Appalachian
STATE UNIVERSITY
BOONE, NORTH CAROLINA 28608

Graduate School
B.B. Dougherty Administration Building