

Provost approved 6/7/21

Effective Fall 2021 unless otherwise noted.

**MINUTES OF THE MEETING OF THE  
GRADUATE ACADEMIC POLICIES AND PROCEDURES COMMITTEE  
January 25, 2021**

The Graduate AP&P Committee met on Monday, January 25, 2021 at 3:00 p.m. via Zoom.

Members present: Laura Padgett, Victor Mansure, Marie Hoepfl, Susan Staub, Adryona Nelson, Beth Campbell, Brian Whitaker, Eric Berry, Agnes Gambill, Jamie Yarborough, Jerianne Taylor, Jonathon Stickford, Lucy Purgason, Rajat Panwar, Sandi Lane

Visitors present and introduced – Lauren Renkert, Beth Fiske, Judkin Browning, Amy Milsom, Tim Huelsman, Woody Trathen, Melissa Gutshall, Mark Bradbury, Tatyana Ruseva, Andrew Windham, Dontrell Parson, Dontrell Parson, Terry McClannon, David Miller, Lakshmi Iyer, Sara Konu,

Absent – Dalton Sizemore, Ray Williams, Katherine Ledford

**1. CALL TO ORDER**

Chairperson Susan Staub called the meeting to order at 3:00 p.m.

**2. APPROVAL OF THE MINUTES**

**MOTION 1:** A motion was made (Lane) and seconded (Mansure) to approve the minutes of the November 16, 2020 GAPP meeting. A vote was taken.  
**MOTION PASSED.**

**3. NEW BUSINESS**

**A. CURRICULUM PROPOSALS**

Note: Victor Mansure announced that the Curriculum Subcommittee appointed two subgroups to review proposal revisions prior to the full GAPP meeting. Jonathan Stickford, Jamie Yarborough and Brian Whitaker reviewed proposals for BCHS, CAS and HSoM. Lucy Purgason, Katherine Ledford, and Agnes Gambill reviewed for RCOE. He stated that these individuals may report on the revisions prior to a vote on any respective proposal.

**Beaver College of Health Sciences**

**G\_HS\_NHM\_2020\_1**      Add a new course (NUT 5510 Environmental Health) to the course offerings for the MS in Nutrition.

**MOTION 2:** A motion was brought forward from the Curriculum Subcommittee for approval. A vote was taken. **MOTION PASSED.**

**G\_HS\_NHM\_2020\_2**      1) Replace "Elective in Environmental Health" in the Program of Study for MS\_841C (MS in Nutrition, Concentration in Public Health Nutrition) with proposed new NUT 5510 Environmental Health.

2) Provide option to include the Dietetic Internship as part of the Program

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of Study for the PHN concentration, for eligible students.

**MOTION 3:** A motion was made (Whitaker) and seconded (Mansure) to approve. A vote was taken. **MOTION PASSED.**

**G\_HS\_NHM\_2020\_3** Add a course, Professional Development, to the MS-DI program.

**G\_HS\_NHM\_2020\_4** Change POS to include NUT 5120: Professional Development, to replace elective credits.

**G\_HS\_NHM\_2020\_7** Delete HCM 5710 - Health Care Data Management.

**G\_HS\_NHM\_2020\_8** Delete HCM 5735 - Health Care Operations Management.

**MOTION 4:** A motion was brought forward from the Curriculum Subcommittee for approval of proposals 3, 4, 7 and 8. A vote was taken. **MOTION PASSED.**

**G\_HS\_NHM\_2020\_09** Add the course, HCM 5960 - Cases in Healthcare Management.

**G\_HS\_NHM\_2020\_10** Revise the Program of Study for the Master of Health Administration (MHA) -Information Systems concentration, (Program Code: MHA\_855B), to include the deletion of HCM 5710, Health Care Data Management, and the addition of 'Cases in Healthcare Management.'

**G\_HS\_NHM\_2020\_11** Revise the Program of Study for the Master of Health Administration (MHA) -Leadership concentration, (Program Code: MHA\_855C) to include the deletion of HCM 5735, Health Care Data Management, and the addition of 'Cases in Healthcare Management.'

**MOTION 5:** A motion was brought forward from the Curriculum Subcommittee for approval of proposals 9, 10 and 11. A vote was taken. **MOTION PASSED.**

**G\_HS\_NUR\_2020\_1** Change the grading scale in Nursing 5901, Advanced Clinical Practicum from A-F to Satisfactory/Unsatisfactory.

**MOTION 6:** A motion was brought forward from the Curriculum Subcommittee for approval. A vote was taken. **MOTION PASSED.**

**G\_HS\_SW\_2020\_1** Add SW 5002 Child Welfare Competencies as a dual listed class with SW 4002, Child Welfare Competencies. Change course description for SW 4002.

**G\_HS\_SW\_2020\_2** Add SW 5555, Death, Dying, and Living, as a graduate course that is dual listed with the undergraduate course, SW 4555, Death, Dying, and Living. Update course description for SW 4555.

**MOTION 7:** A motion was brought forward from the Curriculum Subcommittee for approval of proposals 1 and 2. A vote was taken. **MOTION PASSED.**

**G\_HS\_RPE\_2020\_7** Add course HPE 5230: Assessment in Health and Physical Education.

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**Tabled** - The sentence that was pointed out by the Curriculum Committee review to be in the course description twice was still there. Marie Hoepfl suggested that the proposal be tabled and they are asked to resubmit for February. Laura will follow up with Gary on getting the proposal corrected and resubmitted.

## **College of Arts and Sciences**

### **Department of Government and Justice Studies**

**G\_CAS\_GJS\_2020\_2** Replace PLN 5460 Environmental Policy and Planning with PA 5180 Policy Analysis and Program Evaluation in the Environmental Politics & Policy Analysis Concentration for the Political Science MA Program (MA\_267F).

**MOTION 8:** A motion was brought forward from the Curriculum Subcommittee for approval. A vote was taken. **MOTION PASSED.**

**G\_COB\_MSADA\_2020\_4** Create a program of study for a Dual Degree arrangement between the Master of Science in Applied Data Analytics (MS) Interdisciplinary concentration and Master of Public Administration (MPA) Public Management concentration.

**G\_COB\_MSADA\_2020\_5** Create a program of study for a Dual Degree arrangement between the Master of Science in Applied Data Analytics (MS) Interdisciplinary concentration and Master of Public Administration (MPA) Not-for-Profit Management concentration.

**G\_COB\_MSADA\_2020\_6** Create a program of study for a Dual Degree arrangement between the Master of Science in Applied Data Analytics (MS) Interdisciplinary concentration and Master of Public Administration (MPA) Town, City and County Management concentration.

**MOTION 9:** A motion was brought forward from the Curriculum Subcommittee for approval of proposals 4, 5 and 6. A vote was taken. **MOTION PASSED.**

### **Department of History**

**G\_CAS\_HIS\_2020\_1** Change the title of HIS 5586 from "Introduction to Historic Preservation" to "Historic Preservation"

**G\_CAS\_HIS\_2020\_2** Change the concentration-specific requirements for Museum Studies concentration. Remove HIS 5650 - Museum Education from the concentration requirement, and keep it as an on-demand course.

**G\_CAS\_HIS\_2020\_3** Change the concentration-specific requirements for Historic Preservation concentration. Remove HIS 5587 - Philosophy of Historic Preservation from the concentration requirement, and keep it as an on-demand course.

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**MOTION 10:** A motion was brought forward from the Curriculum Subcommittee for approval of proposals 1, 2 and 3. A vote was taken. **MOTION PASSED.**

### **Department of Psychology**

#### **G\_COB/CAS\_MSADA/IOHRM\_2020\_7**

Create a program of study for a Dual Degree arrangement between the Master of Science in Applied Data Analytics (MS) Interdisciplinary concentration and Master of Arts (MA) in Industrial-Organizational Psychology and Human Resource Management.

**MOTION 11:** A motion was brought forward from the Curriculum Subcommittee for approval. A vote was taken. **MOTION PASSED.**

### **Department of Biology**

**G\_CAS\_BIO\_2020\_1** Increase the number of credit hours for BIO 5650 Bioinformatics.

**MOTION 12:** A motion was brought forward from the Curriculum Subcommittee for approval. A vote was taken. **MOTION PASSED.**

### **Hayes School of Music**

**G\_MUS\_MUS\_2020\_4** Create a new course: MUS 5010 Research Methods in Music Therapy (3).

**MOTION 13:** A motion was brought forward from the Curriculum Subcommittee for approval. A vote was taken. **MOTION PASSED.**

**G\_MUS\_MUS\_2020\_5** Create a new course: MUS 5062 Ethical Thinking and Anti-Oppressive Practices in Music Therapy (3).

**MOTION 14:** A motion was brought forward from the Curriculum Subcommittee for approval. A vote was taken. **MOTION PASSED.**

### **Reich College of Education**

**GU\_COE\_2020\_1** Create EDU course subject prefix for Professional Education  
CORE  
Subject: EDU  
College: ED (College of Education)  
Dept: COE (College of Education)

**MOTION 15:** A motion was brought forward from the Curriculum Subcommittee for approval. A vote was taken. **MOTION PASSED.**

**G\_COE\_2020\_2** Add a new course EDU 5900: Graduate Student Teaching with Professional Education Core (EDU) for clinical internship requirement for graduate programs and residency licensure programs.

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\*EDU 5900 will replace CI 5900 on POS's listed in 6a

\*EDU Prefix created (GU\_COE\_2020\_1)

**MOTION 16:** A motion was brought forward from the Curriculum Subcommittee for approval. A vote was taken. **MOTION PASSED.**

### **Curriculum and Instruction**

**G\_COE\_CI\_2020\_1** Add a new post baccalaureate graduate certificate in elementary education to the graduate programs in elementary education. Elementary Education Graduate Certificate [GCERT\_429A]. Add POS to the graduate bulletin.

**MOTION 17:** A motion was brought forward from the Curriculum Subcommittee for approval. A vote was taken. **MOTION PASSED.**

**G\_COE\_CI\_2020\_2** Add one new course. This proposal is to add CI 5000, Principles of Curriculum and Instruction to the Elementary Education Graduate Certificate\_422A program of study.

**G\_COE\_CI\_2020\_4** Update the course description for CI 5070 and change the semester offering.

**G\_COE\_CI\_2020\_5** Update the course description for CI 5075 and change the semester offering.

**G\_COE\_CI\_2020\_6** Update the course description for CI 5080 and change the semester offering.

**MOTION 18:** A motion was brought forward from the Curriculum Subcommittee for Approval of proposals 2, 4, 5 and 6. A vote was taken. **MOTION PASSED.**

### **Educational Leadership**

**G\_COE\_EDL\_2020\_1** Change Program of study: Remove: Students are required to register for 3 hours of Dissertation for two consecutive semesters, followed by at least 1 hour for every semester thereafter until the dissertation is completed.

Add: Students are required to register for 6 hours of Dissertation, followed by at least 1 hour of GRD 7989 for every semester thereafter until the dissertation is completed.

**MOTION 19:** A motion was brought forward from the Curriculum Subcommittee for approval. A vote was taken. **MOTION PASSED.**

### **Human Development and Psychological Counseling**

**GU\_COE\_HPC\_2020\_1** Remove HPC 4840/5840 Human Relations and Interaction (dual listed).

**GU\_COE\_HPC\_2020\_2** Remove HPC 4900/5000 Internship in Public Schools (dual listed).

**G\_COE\_HPC\_2020\_1** Remove HPC 5100 Counseling Techniques for Teachers of Young Adolescents.

**G\_COE\_HPC\_2020\_2** Remove HPC 5273. Mediation and Divorce Therapy.

**G\_COE\_HPC\_2020\_3** Remove HPC 5315 Elementary/Middle Grades School Counseling.

**G\_COE\_HPC\_2020\_4** Remove HPC 5680. Counseling the Aging.

**G\_COE\_HPC\_2020\_5** Remove HPC 5700 Teaching Sex Education Within a Family Context.

**G\_COE\_HPC\_2020\_6** Remove HPC 5710 Helping the Troubled Employee.

**G\_COE\_HPC\_2020\_7** Remove HPC 5850 Theory and Practice of Reality Therapy.

**G\_COE\_HPC\_2020\_8** Remove HPC 6162 Systemic Gestalt Therapy.

**MOTION 20:** A motion was brought forward from the Curriculum Subcommittee for approval of proposals 1, 2 and 1 - 8. A vote was taken. **MOTION PASSED.**

**G\_COE\_HPC\_2020\_9** Add HPC 5550 Equine Assisted Therapy.

**G\_COE\_HPC\_2020\_10** Add HPC 5555 The Neurobiology of Addiction.

**G\_COE\_HPC\_2020\_11** Add HPC 5565 Introduction to Play Therapy.

**G\_COE\_HPC\_2020\_12** Add HPC 6550 Research Methods in Marriage and Family Therapy.

**MOTION 21:** A motion was brought forward from the Curriculum Subcommittee for approval of proposals 9, 10, 11 and 12. A vote was taken. **MOTION PASSED.**

**G\_COE\_HPC\_2020\_13** Change course title for HPC 5110 Multicultural Counseling.

**G\_COE\_HPC\_2020\_14** Change course description for HPC 5120 Introduction to Clinical Mental Health Counseling.

**G\_COE\_HPC\_2020\_15** Change course title, description, and when offered for HPC 5140 Psychological and Educational Testing.

**G\_COE\_HPC\_2020\_16** Change the course title, description, and when offered for HPC 5210 Life and Career Planning.

**MOTION 22:** A motion was brought forward from the Curriculum Subcommittee for approval of proposals 13, 14, 15 and 16. A vote was taken. **MOTION PASSED.**

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**G\_COE\_HPC\_2020\_17** Change course offering, prerequisite, and description for HPC 5225 The Helping Relationship.

**G\_COE\_HPC\_2020\_18** Change course title for HPC 5272 Individual and Family Development.

**G\_COE\_HPC\_2020\_19** Change course description for HPC 5310. Introduction to Professional School Counseling.

**MOTION 23:** A motion was brought forward from the Curriculum Subcommittee for approval of proposals 17, 18, and 19. A vote was taken. **MOTION PASSED.**

**G\_COE\_HPC\_2020\_20** Change course description and prerequisites for HPC 5900 Practicum.

**MOTION 24:** A motion was made (Mansure) and seconded (Rajat) to approve. A vote was taken. **MOTION PASSED.**

**G\_COE\_HPC\_2020\_21** Change course title and description for HPC 6270 Marriage and Family Counseling: Clinical Issues.

**G\_COE\_HPC\_2020\_22** Change course title and description HPC 6272 Marital and Couples Therapy.

**G\_COE\_HPC\_2020\_23** Change course title and offering for HPC 6290 Child and Adolescent Therapy.

**G\_COE\_HPC\_2020\_24** Change course description for HPC 6451 Clinical Mental Health Counseling Seminar.

**G\_COE\_HPC\_2020\_25** Change course title and description for HPC 6525 Advanced Systemic Multicultural Counseling.

**G\_COE\_HPC\_2020\_26** Change course description for HPC 6710 Human Sexuality.

**MOTION 25:** A motion was brought forward from the Curriculum Subcommittee for approval of proposals 21, 22, 23, 24, 25 and 26. A vote was taken. **MOTION PASSED.**

**G\_COE\_HPC\_2020\_27** Change course description, prerequisites, credit hours and when offered for HPC 6900 Internship.

**MOTION 26:** A motion was made (Purgason) and seconded (Mansure) to approve. A vote was taken. **MOTION PASSED.**

**G\_COE\_HPC\_2020\_30** Remove HPC 5340 Research in Student Affairs Administration.

**G\_COE\_HPC\_2020\_31** Remove HPC 5440 Student Affairs and the Great Outdoors.

**G\_COE\_HPC\_2020\_32** Remove HPC 5460 Professional Practice in Student Affairs Administration.

**MOTION 27:** A motion was brought forward from the Curriculum Subcommittee for approval of proposals 30, 31 and 32. A vote was taken. **MOTION PASSED.**

**G\_COE\_HPC\_2020\_33** Change the course title and description for HPC 5190 Helping Skills in Students Affairs Practice.

**G\_COE\_HPC\_2020\_34** Change course title, prerequisite, description, and when offered for HPC 6330 Assessment and Program Evaluation in Student Affairs.

**G\_COE\_HPC\_2020\_35** Add HPC 6420 Contemporary Issues in Student Affairs Administration.

**MOTION 28:** A motion was brought forward from the Curriculum Subcommittee for approval of proposals 33, 34 and 35. A vote was taken. **MOTION PASSED.**

### **Reading and Special Education**

**G\_COE\_RESE\_2020\_2** Change Program of Study for the post-baccalaureate graduate certificate in special education -- Special Education Graduate Certificate [GCERT\_720A]\*\*\*. Add POS changes to the graduate bulletin.  
Deleting SPE 5600 from the POS and adding SPE/CI 5240  
Deleting SPE 5636 from the POS and adding SPE 5250  
Adding EDU 5900 to the POS and increasing the requirements from 24 to 27 hours to complete CERT\_720A.  
\*Update POS: Change Title, description, admission requirement statement and hours.

**MOTION 29:** A motion was made (Mansure) and seconded (Stickford) to approve. A vote was taken. **MOTION PASSED.**

**G\_COE\_RESE\_2020\_3** Add Graduate Course SPE/CI 5240 Mathematics for Special Education Teachers to the list of graduate courses in the graduate bulletin for special education and for curriculum and instruction. This course is cross listed with SPE (special education) and CI (curriculum and instruction). This course will also be added to the POS for Special Education Graduate Certificate [GCERT\_720A]\*\*\*  
(See G\_COE\_RESE\_2020\_2.)  
Proposed abbreviation for registrar: Math for Special Educ Teachers.

**MOTION 30:** A motion was made (Mansure) and seconded (Stickford) to approve. A vote was taken. **MOTION PASSED.**

**G\_COE\_RESE\_2020\_4** Add Graduate Course SPE 5250 Teaching Mathematics to Students with Learning Disabilities to the list of graduate courses in the graduate bulletin for special education. This



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course will also be added to the POS for Special Education Graduate Certificate [GCERT\_720A]\*\*\* (See G\_COE\_RESE\_2020\_2.)  
Proposed abbreviation for registrar: Teach Math to Students with Learn Disability.

**MOTION 31:** A motion was made (Gambill) and seconded (Mansure) to approve. A vote was taken. **MOTION PASSED.**

**G\_COE\_RESE\_2020\_5** Change title: Graduate Course SPE 5901- Internship to SPE 5901-Practicum  
Change the credit hours from 3 credit hours to 1-3 hours  
Update the language to distinguish candidate (Appalachian student) from student (K-12 student). This course is part of the required courses for the POS for Special Education Graduate Certificate [GCERT\_720A]\*\*\*  
(See G\_COE\_RESE\_2020\_2.).

**MOTION 32:** A motion was brought forward from the Curriculum Subcommittee for approval. A vote was taken. **MOTION PASSED.**

**G\_COE\_RESE\_2020\_6** Change program of study for Special Education MA (MA\_476A)  
Choose one course from the practicum course options (3 Hours)  
SPE 5901 - Practicum (3)  
RE 5725 - Practicum in the Clinical Teaching of Reading (3)  
RE 5735 - Practicum in the Teaching of Severely Disabled Readers (3)  
Change required hours from 18 to 21 and reduce the elective hours from 15 to 12.

**MOTION 33:** A motion was brought forward from the Curriculum Subcommittee for approval. A vote was taken. **MOTION PASSED.**

**G\_COE\_RESE\_2020\_7** Change the program of study for Autism Graduate Minor (445) and graduate bulletin by adding and deleting courses:  
Change the name from Autism Spectrum Disorders to Autism Graduate Minor.  
Delete the research options  
Add to the selection of Autism courses  
The total hours for the minor remain the same (9 hours)  
New program code required: 474 \*Required because of name change **Motion required from GAPP floor.**  
Motion (Agnes), Second (Pergason). Revisions were made (per Marie).  
Delete one of these from AsU Learn.

**MOTION 34:** A motion was made (Gambill) and seconded (Purgason) to approve. A

vote was taken. **MOTION PASSED.**

## **B. POLICY PROPOSALS:**

- G\_GRAD\_2020\_4** Change the Bulletin language for Admission Requirements to:
1. Remove the language stipulating that standardized exam scores are required for scholarship consideration.
  2. Update the language specifying categories of applicants for whom the standardized exam requirement will be waived.

Sandi Lane and Marie Hoepfl provided explanation of the updates. This was sent out to the Program Directors and no feedback has been received.

**MOTION 35:** A motion was made (Mansure) and seconded (Lane) to approve (moving the sentence about underrepresented groups moved up in the paragraph). A vote was taken. **MOTION PASSED.**

## **C. JOINT SUBCOMMITTEE:**

1. **Recommended revisions to the AP&P form:** updates to Part A, Items 3a, 3b, 3c, 5, 6a, 8, 9, & 12; updates to Part B, Items 1b, 7, 8, & 10.

Eric Berry provided supporting explanation. It will be available right away but the old form can be used for another year.

**MOTION 36:** A motion was brought forward from the Joint Subcommittee for approval. A vote was taken. **MOTION PASSED.**

2. **Recommended updates to the AP&P Manual:** (1) minor changes to wording, (2) update to the Operating Procedures to clarify who should review proposals prior to consideration by the APP Committees.

**MOTION 37:** A motion was brought forward from the Joint Subcommittee for approval. A vote was taken. **MOTION PASSED.**

## **4. DISCUSSION ITEMS:**

- a. Updates from the Graduate School – Marie Hoepfl
  1. Marie Hoepfl reported that she is currently serving in the role of Acting Dean of the graduate school. It is a short-term assignment until Mike McKenzie returns from serving in a temporary role. She reported that New Graduate Student Orientation was held. Graduate enrollment numbers are good overall. Finally, she stated that she is working with Graduate Admissions on continuing initiatives for growing recruitment.
  2. Debbie Race announced the Drop/Withdrawal date has been extended from March 27<sup>th</sup> to April 21<sup>st</sup>.

## **5. ADJOURNMENT**

A motion to adjourn is made (Lane) and seconded (Whitaker). A vote is taken. **MOTION PASSED.**

**ADDENDUM**  
**MINUTES OF THE MEETING OF THE GRADUATE ACADEMIC POLICIES AND PROCEDURES**  
**COMMITTEE**  
**January 25, 2021**

**G\_HS\_NHM\_2020\_1**

Add a new course (NUT 5510 Environmental Health) to the course offerings for the MS in Nutrition.

*NUT 5510 - Environmental Health (3).*

*When offered: Summer session I*

*This course provides a comprehensive overview of the major topic areas in environmental health with a focus on the implications on nutrition and food systems. The course examines major sources of environmental health risks, including microbial, chemical, and physical agents in natural and anthropogenic environments. The course also covers topics of toxicology, risk assessment and management, water and sanitation issues, infectious diseases, solid waste management, and food safety, as well as emerging topics.*

**G\_HS\_NHM\_2020\_2**

1) Replace "Elective in Environmental Health" in the Program of Study for MS\_841C (MS in Nutrition, Concentration in Public Health Nutrition) with proposed new NUT 5510 Environmental Health.

2) Provide option to include the Dietetic Internship as part of the Program of Study for the PHN concentration, for eligible students.

**Nutrition - Public Health Nutrition**  
**Concentration, MS**

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## Program of Study for the Master of Science in Nutrition

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**Admission Requirements:** Baccalaureate degree from an accredited college or university; **complete application to the Graduate School**; official general GRE exam scores, unless waived; and a written statement addressing prior experience and career goals.

Priority will be given to applicants with related volunteer, life, or employment experiences.

To be considered for admission, applicants must meet the **criteria for admission to the Graduate School**. Meeting this condition does not guarantee admission.

**Standardized Exam Waiver Eligibility:** The standardized exam (GRE) requirement may be waived for applicants who submit a satisfactory written statement addressing prior experience and career goals.

### Additional Admission Information

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**Additional Admission Requirements:** Additional courses (up to 6 hours or as determined by program director including Introductory Nutrition and Medical Terminology) may be required if so indicated by the student's deficiencies.

Admissions are rolling, and applicants may enter the program at the start of any academic term.

The Dietetic Internship option is only available to students who have completed an ACEND-accredited Didactic Program in Dietetics and hold a Verification Statement of program completion.

**Prerequisites:** A student entering the program with curricular deficiencies may be required to complete more than the minimum number of hours for completion of the program. See the program director for more information.

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### Course Requirements for the Master of Science in Nutrition

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Total Required (Minimum 39 Hours)

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*Required Courses (6 Hours)*

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- [NUT 5000 - Research Methods in Nutrition and Foods \(3\)](#)
- [NUT 5300 - Effective Rural Practice for Health Professionals \(3\)](#)

### Concentration (33 Hours) Traditional Option

- [HCM 5210 - Foundations of the U.S. Health Care System \(3\)](#)
- [HCM 5220 - Statistics for Health Administration \(3\)](#)
- [HCM 5240 - Health and Disease \(3\)](#)
- [NUT 5100 - Introduction to Community and Public Health \(3\)](#)
- [NUT 5150 - Public Health Nutrition Education \(3\)](#)
- [NUT 5200 - Lifecycle Nutrition for Public Health Nutrition Professionals \(3\)](#)
- [NUT 5275 - Diet, Obesity, and Disease \(3\)](#)
- [NUT 5350 - Public Health Nutrition Leadership and Practice \(3\)](#)
- [NUT 5375 - Community and International Health Assessment \(3\)](#)
- [NUT 5450 - Capstone Proposal \(1\)](#)
- [NUT 5475 - Public Health Nutrition Capstone \(2\)](#)
- [NUT 5510 - Environmental Health \(3\)](#)

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### Concentration (33 Hours) Dietetic Internship Option

#### PHN Courses (15 Hours):

- [NUT 5100 - Introduction to Community and Public Health \(3\)](#)
- [NUT 5150 - Public Health Nutrition Education \(3\)](#)
- [NUT 5200 - Lifecycle Nutrition for Public Health Nutrition Professionals \(3\)](#)
- [HCM 5240 - Health and Disease \(3\)](#)
- [NUT 5350 - Public Health Nutrition Leadership and Practice \(3\)](#)

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#### Electives: Choose 2 (6 Hours):

- [HCM 5210 - Foundations of the U.S. Health Care System \(3\)](#)
- [NUT 5220 - Advanced Concepts in Nutrition and Assessment \(3\)](#)
- [HGM 5220 - Statistics for Health Administration \(3\)](#)
- [NUT 5275 - Diet, Obesity, and Disease \(3\)](#)
- [NUT 5535 - Environmental Health \(3\)](#)
- [NUT 5375 - Community and International Health Assessment \(3\)](#)
- [NUT 5450 - Capstone Proposal \(1\)](#)
- [NUT 5475 - Public Health Nutrition Capstone \(2\)](#)

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#### Dietetic Internship (12 Hours):

- [NUT 5900 - Dietetic Internship \(12\)](#)

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## Note on Academic Standards For Retention in the Nutrition - Public Health Nutrition Concentration, MS

Academic standards for retention in the MS/PHN Program include abiding by the ASU Code of Student Conduct and Academic Integrity, and the following standards: 1) Professionalism; 2) Collaboration; 3) Honesty/Integrity; 4) Respect; 5) Reverence for Learning; 6) Emotional Maturity; 7) Flexibility; 8) Communication Skills; and 9) Cultural Competence. Failure to meet these standards may result in dismissal from the program. The standards are fully described in the Graduate Student Handbook: <https://nutrition.appstate.edu/academics/graduate-program>

### Other Requirements for the MS in Nutrition

- **Thesis:** Optional for Dietetics Concentration, Not required for Public Health Nutrition Concentration.
- **Proficiency:** Not required
- **Candidacy:** Required.
  - **Dietetics Concentration:** Admission to candidacy requires successful academic performance and a positive assessment of professional conduct during the first year and second years.
  - **Public Health Nutrition Concentration:** Admission to candidacy requires successful academic performance during first year of program. Additionally, satisfactory evaluation of professional conduct is required during capstone project.
  - See the academic standards for retention in the program in the department Graduate Nutrition Handbook for further information. Failure to meet these standards may result in dismissal from the program.
- **Comprehensive:** Required for Dietetics Concentration - A comprehensive examination is administered at the end of the second year. Additionally, a poster of completed research must be presented at the end of the second year at one off-campus and one on campus venue and an oral defense of the thesis is required when selecting the thesis option. Not required for the Public Health Nutrition Concentration.
- **Product of Learning:** Capstone project required for Public Health Nutrition Concentration. Not required for Dietetics Concentration.

## G\_HS\_NHM\_2020\_3

Add a course, **Professional Development**, to the MS-DI program.

*NUT 5120 Professional Development (3)*

*When offered: Fall*

*Preparation for professional training during the Dietetic Internship. Emphasizes professionalism,*

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*leadership, interprofessional practice, cultural competence, research, and simulation training.  
Program competencies will be demonstrated.*

G\_HS\_NHM\_2020\_4

Change POS to include NUT 5120: Professional Development, to replace elective credits.

**Appalachian State University**

**2020-2021 Graduate Bulletin**

## **Nutrition - Dietetics Concentration, MS**

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Program Code: MS\_841B CIP

Code: 51.3101

### **Program of Study for the Master of Science in Nutrition**

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**Admission Requirements:** Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores, unless waived; and a written statement addressing prior experience and career goals.

Priority will be given to applicants with related volunteer, life, or employment experiences.

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

**Standardized Exam Waiver Eligibility:** The standardized exam (GRE) requirement may be waived for applicants who submit a satisfactory written statement addressing prior experience and career goals.

### **Additional Admission Information**

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**Additional Admission Requirements:** A verification statement or intent to complete form signed by the director of a Didactic Program in Dietetics (DPD) accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND); additional courses (up to 15 hours maximum) may be required if so indicated by the student's deficiencies as determined by the program director.

For admission to the Graduate Program in Nutrition - Dietetics Concentration a successful match for the Dietetic Internship is required. Meeting this condition does not guarantee admission.

**Prerequisites:** A student entering the program with curricular deficiencies may be required to complete more than the minimum number of hours for completion of the program. See the program director for more information.

**Registered Dietitian Eligible Status:** Requirements for the completion of the Dietetic Internship (NUT 5250, NUT 5255, and NUT 5900) are designed, and have been approved to meet the competencies as mandated by the Accreditation Council for Education in Nutrition and Dietetics.

**Location:** On Campus; Note: Second year students will intern at sites across North Carolina.

### **Additional Information about Standardized Exam Waiver Eligibility**

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Any standardized exam waiver for a graduate degree program at Appalachian State requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher in their last earned degree (undergraduate or graduate; some programs have established higher GPA requirements). No exam waiver is automatic but will require review and approval by the Graduate School upon submission of a complete application. An approved waiver request does not guarantee acceptance into the program. A denied waiver request does not mean that a candidate is denied admission to the program, only that a standardized exam score is needed to more fully evaluate the application. Standardized test scores may be required for scholarship consideration.

### **Course Requirements for the Master of Science in Nutrition**

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#### **Total Required (Minimum 39 Hours)**

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#### **Required Courses (6 Hours)**

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- [NUT 5000 - Research Methods in Nutrition and Foods \(3\)](#)
- [NUT 5300 - Effective Rural Practice for Health Professionals \(3\)](#)

#### **Concentration Requirements (30 Hours)**

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- [NUT 5205 - Maternal and Child Nutrition \(3\)](#)
- [NUT 5210 - Nutrition for Older Adults \(3\)](#)
- [NUT 5220 - Advanced Concepts in Nutrition and Assessment \(3\)](#)
- [NUT 5250 - Dietetic Practice I \(3\)](#)
- [NUT 5255 - Dietetic Practice II \(3\)](#)
- [NUT 5900 - Internship \(3-12\) \(12 Hours\)](#)
- [NUT 5120 - Professional Development \(3\)](#) ~~Elective (3) chosen with approval of~~  
director  
program

#### **Thesis Option (3 Hours)**

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Choose One

## With Thesis

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- [NUT 5999 - Thesis \(1-4\)](#) (3 Hours)

## Without Thesis

- [NUT 5901 - Research Project \(1-4\)](#) (3 Hours)

## Note on Academic Standards For Retention in the Nutrition, Dietetics Concentration, MS

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Academic standards for retention in the MS/DI Program include abiding by the ASU Code of Student Conduct and Academic Integrity, and the Academy of Nutrition and Dietetics Code of Ethics, the Dietetics Program Competencies, and the following standards: 1) Professionalism; 2) Collaboration; 3) Honesty/Integrity; 4) Respect; 5) Reverence for Learning; 6) Emotional Maturity; 7) Flexibility; 8) Communication Skills; and 9) Cultural Competence. Failure to meet these standards may result in dismissal from the program. The standards are fully described in the Graduate Student Handbook: <https://nutrition.appstate.edu/academics/master-science-nutrition-and-dietetic-internship>.

## Other Requirements for the MS in Nutrition

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- **Thesis:** Optional for Dietetics Concentration, Not required for Public Health Nutrition Concentration
- **Proficiency:** Not required
- **Candidacy:** Required.
  - **Dietetics Concentration:** Admission to candidacy requires successful academic performance and a positive assessment of professional conduct during the first year and second years.
  - **Public Health Nutrition Concentration:** Admission to candidacy requires successful academic performance during first year of program. Additionally, satisfactory evaluation of professional conduct is required during capstone project.
  - See the academic standards for retention in the program in the department Graduate Nutrition Handbook for further information. Failure to meet these standards may result in dismissal from the program.
- **Comprehensive:** Required for Dietetics Concentration - A comprehensive examination is administered at the end of the second year. Additionally, a poster of completed research must be presented at the end of the second year at one off-campus and one on campus venue and an oral

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defense of the thesis is required when selecting the thesis option. Not required for the Public Health Nutrition Concentration.

- ♦ **Product of Learning:** Capstone project required for Public Health Nutrition Concentration. Not required for Dietetics Concentration.

### **G\_HS\_NHM\_2020\_7**

Delete HCM 5710 - Health Care Data Management.

### **G\_HS\_NHM\_2020\_8**

Delete HCM 5735 - Health Care Operations Management.

### **G\_HS\_NHM\_2020\_09**

Add the course, HCM 5960 - Cases in Healthcare Management.

*HCM 5960 - Cases in Health Care Management (3)*

*When Offered: Summer*

*This is the master of health administration program's integrative activity. Students will integrate and apply knowledge, principles, theories, concepts, methods, techniques, skills, competencies, values, and viewpoints developed throughout the curriculum to resolve health care administration case studies and to complete an applied health care administration project. The course uses knowledge gained in all core curriculum courses and requires critical thinking, problem solving, decision making, creative capacities, qualitative and quantitative analysis.*

*Prerequisites: Taken in the final semester or with approval of Program Director.*

### **G\_HS\_NHM\_2020\_10**

Revise the Program of Study for the Master of Health Administration (MHA) -Information Systems concentration, (Program Code: MHA\_855B), to include the deletion of HCM 5710, Health Care Data Management, and the addition of 'Cases in Healthcare Managen

#### **Health Administration - Information Systems Concentration, MHA**

**Program Code: MHA\_855B**

##### Program of Study for the Master of Health Administration

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Graduate School; official GMAT or GRE exam scores, unless waived; written statement addressing prior experience and career goals in health care; current employment in a health care setting. Two years of work experience and satisfactory coursework in financial accounting and statistics (at least 3 credit hours) at the graduate or the undergraduate level preferred.

To be considered for admission, applicants must meet or exceed the

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criteria for admission to the Graduate School. Meeting this condition does not guarantee admission.

Standardized Exam Waiver Eligibility: The standardized exam (GRE or GMAT) requirement may be waived for applicants with five or more years of paid, full-time work experience, of which three or more are in a healthcare setting. Employment is subject to verification.

Students will be admitted each Fall  
semester. Location: Online

#### Additional Information about Standardized Exam Waiver Eligibility

Any standardized exam waiver for a graduate degree program at Appalachian State requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher in their last earned degree (undergraduate or graduate; some programs have established higher GPA requirements). No exam waiver is automatic but will require review and approval by the Graduate School upon submission of a complete application. An approved waiver request does not guarantee acceptance into the program. A denied waiver request does not mean that a candidate is denied admission to the program, only that a standardized exam score is needed to more fully evaluate the application. Standardized test scores may be required for scholarship consideration.

Course Requirements for the Master of  
Health Administration  Total Required  
(Minimum 46 Hours)

Required Coursework (40 Hours)

HCM 5210 - Foundations of the U.S.

Health Care System (3) HCM 5220 -

Statistics for Health Administration (3)

HCM 5240 - Health and Disease (3)

HCM 5270 - Organizational Development and

Behavior in Health Care (3) HCM 5570 - Financial

Management for Health Organizations I (3)

HCM 5575 - Financial Management for Health Organizations II (3)

HCM 5590 - Performance Improvement Concepts and

Applications in Health Care (3) HCM 5610 - Health

Economics (3)

HCM 5680 - Management and Human Resources in

Health Organizations (3) HCM 5700 - Health Care

Informatics (3)

HCM 5800 - Executive Skills

Development (1) HCM 5910 -

Health Law and Policy (3)

HCM 5950 - Strategic Management in

Health Care (3) HCM 5960 – Cases in

Healthcare Management (3)

Concentration Requirements (6 Hours)

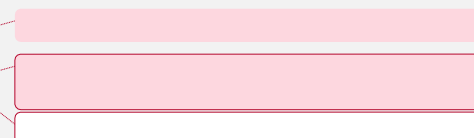
~~HCM 5710 – Health Care Data~~

~~Management (3)~~ HCM 5720 - Data

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### Analytics in Health Care (3)

### HCM 5725 - Health Information Project Management (3)

### Note on Academic Standards For Retention in the MHA Program

Academic standards for retention in the MHA Program include abiding by the ASU Code of Student Conduct and Academic Integrity, and the MHA Program Competencies, and the following standards: 1) Scholastic Performance; 2) Professionalism; 3) Ethical Behavior; 4) Interpersonal Relationships; and 5) Commitment to Diversity and Inclusion. Failure to meet these standards may result in dismissal from the program. For detailed information, please review the complete “Admission & Retention Policies” on the program website (<https://hcm.appstate.edu/academics/master-health-administration>).

**Commented [WNE1]:** New course

**Commented [WNE2]:** Concentration changed to 6 hours, maintain 46 credit hours for degree

**Deleted:** 9

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## **G\_HS\_NHM\_2020\_11**

Revise the Program of Study for the Master of Health Administration (MHA) -Leadership concentration, (Program Code: MHA\_855C) to include the deletion of HCM 5735, Health Care Data Management, and the addition of 'Cases in Healthcare Management.'

### **Health Administration - Leadership Concentration, MHA**

**Program Code: MHA\_855C**

#### Program of Study for the Master of Health Administration

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Graduate School; official GMAT or GRE exam scores, unless waived; written statement addressing prior experience and career goals in health care; current employment in a health care setting. Two years of work experience and satisfactory coursework in financial accounting and statistics (at least 3 credit hours) at the graduate or the undergraduate level preferred.

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

Standardized Exam Waiver Eligibility: The standardized exam (GRE or GMAT) requirement may be waived for applicants with five or more years of paid, full-time work experience, of which three or more are in a healthcare setting. Employment is subject to verification.

Students will be admitted each Fall semester.

Location: Online


#### Additional Information about Standardized Exam Waiver Eligibility

Any standardized exam waiver for a graduate degree program at Appalachian State requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher in their last earned degree (undergraduate or graduate; some programs have established higher GPA requirements). No exam waiver is

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automatic but will require review and approval by the Graduate School upon submission of a complete application. An approved waiver request does not guarantee acceptance into the program. A denied waiver request does not mean that a candidate is denied admission to the program, only that a standardized exam score is needed to more fully evaluate the application. Standardized test scores may be required for scholarship consideration.

Course Requirements for the Master of  
Health Administration  Total Required  
(Minimum 46 Hours)  
Required Coursework (40 Hours)  
HCM 5210 - Foundations of the U.S.  
Health Care System (3) HCM 5220 -  
Statistics for Health Administration (3)  
HCM 5240 - Health and Disease (3)  
HCM 5270 - Organizational Development and  
Behavior in Health Care (3) HCM 5570 - Financial  
Management for Health Organizations I (3)  
HCM 5575 - Financial Management for Health Organizations II (3)  
HCM 5590 - Performance Improvement Concepts and  
Applications in Health Care (3) HCM 5610 - Health  
Economics (3)  
HCM 5680 - Management and Human Resources  
in Health Organizations (3) HCM 5700 - Health  
Care Informatics (3)  
HCM 5800 - Executive Skills  
Development (1) HCM 5910 -  
Health Law and Policy (3)

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HCM 5950 - Strategic Management in Health Care (3) HCM 5960 – Cases in  
Healthcare Management (3) Concentration Requirements (6 Hours)

HCM 5730 - Leadership in Health Care (3)

HCM 5735 - Health Care Operations Management (3) HCM 5740 - Marketing  
in Health Care (3)

Note on Academic Standards For Retention in the MHA Program

Academic standards for retention in the MHA Program include abiding by the ASU Code of Student Conduct and Academic Integrity, and the MHA Program Competencies, and the following standards: 1) Scholastic Performance; 2) Professionalism; 3) Ethical Behavior; 4) Interpersonal Relationships; and 5) Commitment to Diversity and Inclusion. Failure to meet these standards may result in dismissal from the program. For detailed information, please review the complete “Admission & Retention Policies” on the program website (<https://hcm.appstate.edu/academics/master-health-administration>).

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## **G\_HS\_NUR\_2020\_1**

Change the grading scale in Nursing 5901, Advanced Clinical Practicum from A-F to Satisfactory/Unsatisfactory.

### *NUR 5901 - Advanced Clinical Practicum (3)*

*When Offered: Summer Session*

*This course represents a clinical learning experience with a preceptor in which the learner will have the opportunity to synthesize and integrate didactic learning, promote innovative thinking, and test new potential solutions to clinical /practice or system issues. The learner will also have opportunity to master patient care delivery skills as well as system assessment and intervention skills which require an understanding of organizational dynamics. Students will focus on a population of interest and a specific role. The course has both an adult health component and a health promotion component. Clinical conferences will be conducted online using discussion forums.*

*Prerequisite: Permission of the instructor.*

*Graded on an S/U basis.*

## **G\_HS\_SW\_2020\_1**

Add SW 5002 Child Welfare Competencies as a dual listed class with SW 4002, Child Welfare Competencies. Change course description for SW 4002.

### **S W 4002 - Competencies for Child Welfare (3)**

*When Offered: Fall This course provides the student the opportunity to learn about the roles of a social worker in public child welfare and the basic competencies necessary to work within North Carolina's public child welfare system. The course also focuses on issues of child maltreatment, child abuse and neglect identification, needs of children and families, and policies and procedures, such as assessments, in-home services, out-of-home placement, and adoptions. The course is required for BSW students seeking to complete a field placement in public child welfare, along with other BSW course requirements. Prerequisite: admission to the professional sequence or consent of the BSW Program Director.*

*[Dual-listed with S W 5002.] Dual-listed courses require senior standing. Juniors may enroll with permission of the department.*

### *S W 5002 – Competencies for Child Welfare (3)*

*When Offered: On Demand*

*This course provides the student the opportunity to learn about the roles of a social worker in public child welfare and the basic competencies necessary to work within North Carolina's public child welfare system. The course also focuses on issues of child maltreatment, child abuse and neglect identification, needs of children and families, and policies and procedures, such as assessments, in-home services, out-of-home placement, and adoptions. The course is required for MSW students seeking to complete a field placement in public child welfare, along with other MSW course requirements. Prerequisites: S W 5005; S W 5010; S W 5030; S W 5040; S W 5200; S W 5210; S W 5220; S W 5230; S W 5240 or consent of the instructor.*

*[Dual-listed with S W 4002.]*

## **G\_HS\_SW\_2020\_2**

Add SW 5555, Death, Dying, and Living, as a graduate course that is dual listed with the undergraduate course, SW 4555, Death, Dying, and Living. Update course description for SW 4555.

### **S W 4555 - Death, Dying, and Living (3)**

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*When Offered: On Demand An examination of how dying, death, and grief are experienced, including how support can be given through helping relationships to those who are dying or experiencing bereavement. Consideration will be given to the issues of euthanasia, suicide, body disposition, living wills, and the relationship of death to life. Students will have the opportunity to explore personally the meaning of death, other experiences of loss, and the quality of life. Prerequisite for social work majors taking the course for elective credit: admission to the professional sequence or consent of the BSW Program Director.*

*[Dual-listed with S W 5555.] Dual-listed courses require senior standing. Juniors may enroll with permission of the department.*

*S W 5555 – Death, Dying, and Living (3)*

*When Offered: On Demand*

*An examination of how dying, death, and grief are experienced, including how support can be given through helping relationships to those who are dying or experiencing bereavement. Consideration will be given to the issues of euthanasia, suicide, body disposition, living wills, and the relationship of death to life. Students will have the opportunity to explore personally the meaning of death, other experiences of loss, and the quality of life.*

*[Dual-listed with S W 4555.]*

**G\_CAS\_GJS\_2020\_2**

Replace PLN 5460 Environmental Policy and Planning with PA 5180 Policy Analysis and Program Evaluation in the Environmental Politics & Policy Analysis Concentration for the Political Science MA Program (MA\_267F).

## Political Science - Environmental Politics and Policy Analysis Concentration, MA

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Program Code: MA\_267F

CIP Code: 45.1001

### Program of Study for the Master of Arts in Political Science

**Admission Requirements:** Baccalaureate degree with a major or minor in Political Science, Criminal Justice or a related field from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; two-page statement of intent explaining applicant's academic and professional goals in chosen concentration; additional courses (up to 15 hours maximum) may be required if so indicated by the student's deficiencies. To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission. **Accelerated Admission Option:** This program offers an [accelerated admission](#) option for undergraduate students currently enrolled at Appalachian State University.

**Location:** On campus

### Course Requirements for the Master of Arts in Political Science

Total Required (Minimum 33 Hours)

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Required Courses (9-12 Hours)

[P S 5001 - Scope and Methods \(3\)](#)

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[P S 5002 - Research Methods and Statistics \(3\)](#)

[P S 5900 - Internship in Public Affairs \(3-9\)](#) \*

\* [P S 5998 - Thesis Preparation \(3\)](#) and [P S 5999 - Thesis \(3\)](#) may be counted in place of [P S 5900](#) for students when appropriate with permission of the graduate program director(s).

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## Concentration Requirements (21 or 24 Hours)

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[P S 5670 - Advanced Environmental Politics \(3\)](#)

[ECO 5621 - Environmental Economics and Policy \(3\)](#)

[ECO 5660 - Benefit-Cost Analysis \(3\)](#)

~~[PLN 5460 - Environmental Policy and Planning \(3\)](#)~~

~~[PA 5180 - Public Policy Analysis and Program Evaluation \(3\)](#)~~

## Additional Requirements (9-12 Hours)

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9-12 hours chosen from the following in consultation with the MA Advisor. At least ONE must be from Policy and Governance.

### Policy and Governance

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[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 5150 - Seminar in Public Policy \(3\)](#)

[P S 5330 - Problems in State and Local Government \(3\)](#)

[P S 5675 - Readings and Research in Environmental Policy \(3\)](#)

[P A 5060 - Seminar in Public Administration \(3\)](#)

~~[P A 5180 - Public Policy Analysis and Program Evaluation \(3\)](#)~~

### Professional Skills

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[GHY 5810 - Digital Image Processing \(3\)](#)

[GHY 5812 - Advanced GIS \(3\)](#)

[P A 5271 - Grants Strategies and Preparation \(3\)](#)

[P A 5460 - Budgeting and Fiscal Administration \(3\)](#)

[PLN 5425 - Task-Oriented Group Facilitation Methods \(3\)](#)

or

[COM 5425 - Task-Oriented Group Facilitation Methods \(3\)](#)

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[PLN 5470 - Community Development: A Sustainable Approach \(3\)](#) [P S 5675 - Readings and Research in Environmental Policy \(3\)](#)  
[P S 5800 - Directed Research \(3\)](#)  
[TEC 5129 - Project Management \(3\)](#)  
Scientific Principles

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[BIO 5222 - Communities and Ecosystem Ecology \(4\)](#) [BIO 5502 - Freshwater Ecology \(4\)](#)  
[BIO 5575 - Ecotoxicology \(4\)](#)  
[GHY 5820 - Geographical Hydrology \(3\)](#) [G S 5510 - Environmental Problems \(3\)](#)  
[P S 5675 - Readings and Research in Environmental Policy \(3\)](#) [TEC 5605 - Sustainable Resource Management \(3\)](#)  
[TEC 5606 - Sustainable Water and Wastewater Technology \(3\)](#)

#### **G\_COB\_MSADA\_2020\_4**

Create a program of study for a Dual Degree arrangement between the Master of Science in Applied Data Analytics (MS) Interdisciplinary concentration and Master of Public Administration.

To be inserted in the COB and GJS department pages.

Students may also pursue a dual graduate degree in the Walker College of Business and the Department of Government and Justice Studies through a Dual Degree in Master of Science in Applied Data Analytics (MSADA) with an Interdisciplinary Concentration and Master of Public Administration (MPA) with a concentration in Not-for-Profit Management, Public Management, or Town, City and County Management. Students interested in pursuing this dual degree must meet all admission, thesis, proficiency, candidacy, comprehensive, and product of learning requirements for both the MSADA and MPA programs.

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## Dual Degree in Master of Science Applied Data Analytics- Interdisciplinary Concentration (MSADA) and Master of Public Administration-Public Management Concentration (MPA)

Program codes: MS\_304D MPA\_279B

CIP Codes: 11.0802 and 44.0401

Program of Study for the Master of Science Applied Data Analytics –  
Interdisciplinary Concentration and Master of Public Administration-Public  
Management Concentration

*Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Graduate School; official general GMAT or GRE exam scores, unless waived.*

**Additional MSADA Requirements:** evidence of knowledge in statistics, economics, and domain specific knowledge for the concentration through course work, work experience or completion of the accelerated prerequisite program before taking graduate course work in those subjects.

To be considered for admission, applicants must meet the criteria for admission to the Graduate School. Meeting these criteria does not guarantee acceptance.

Location: On Campus

### Course Requirements for the Dual Degree in Master of Science in Applied Data Analytics (MSADA) Interdisciplinary Concentration and Master of Public Administration (MPA) Public Management Concentration

#### Total Required (Minimum 60 Hours)

#### MSADA Required Courses (24 hours)

MBA	5200	Problem Analysis and Quantitative Methods (3)
CIS	5685	Programming for Business analytics <b>OR</b> CS5245 Data Programming (3)
CIS	5630	Data Management (3)
CIS	5450	Project Management and Visualization (3)
MBA	5660	Web Analytics, Data Privacy, and Security (3)
ECO	5740	Forecasting and Time Series Models (3)
ECO	5720	Applied Econometrics (3)
CIS	5845	Unstructured Data Analytics (3)
MBA	5820	Executive Skills (0)

#### MPA Required Courses (27 hours)

P A	5000	- Research Methods (3)
P A	5060	- Seminar in Public Administration (3)
P A	5180	- Public Policy Analysis and Program Evaluation (3)

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PA 5260 - Organizational Theory & Behavior  
(3) P A 5360 - Public Personnel Administration (3)  
P A 5460 - Budgeting and Fiscal Administration  
(3) P A 5558 - Capstone Research (1)  
P\_A 5559 MPA Capstone Project (2) (project with data analytics  
emphasis) P A 5900 - Internship in Public Administration (3-6) (6 hours)  
**OR**  
P A 5010 - Field-Based Research (3) and an MPA Elective (3)

### **Elective Courses (9 hours)**

Students are required to work with both program advisors each semester to determine appropriate program of study and course scheduling.

**MSADA Differential Tuition:** Students enrolled in the dual degree will pay an additional tuition amount above the regular tuition assessed for graduate students on those courses that satisfy the requirements of the MSADA degree. For more information about differential tuition, please refer to <http://studentaccounts.appstate.edu/tuition-and-fees>

### **Other Requirements for Dual Degree (MSADA & MPA):**

**Thesis:** Optional (Elective) for Applied Data Analytics

*Proficiency: Not Required for Applied Data Analytics. Public Administration students must demonstrate a proficiency in reading a foreign language or quantitative analysis as a research tool as determined by the program.*

**Candidacy:** Required for Applied Data Analytics. Not required for Public Administration.

**Comprehensive:** Not required for Applied Data Analytics. Public Administration students must successfully complete a capstone experience (PA 5558 plus PA 5559) fulfills the requirement for a comprehensive examination.

**Product of Learning:** Not required

### **G\_COB\_MSADA\_2020\_5**

Create a program of study for a Dual Degree arrangement between the Master of Science in Applied Data Analytics (MS) Interdisciplinary concentration and Master of Public Administration (MPA) Not-for-Profit Management concentration.

To be inserted in the COB and GJS department pages.

Students may also pursue a dual graduate degree in the Walker College of Business and the Department of Government and Justice Studies through a Dual Degree in Master of Science in Applied Data Analytics (MSADA) with an Interdisciplinary Concentration and Master of Public Administration (MPA) with a concentration in Not-for-Profit Management, Public Management, or Town, City and County Management. Students interested in pursuing this dual degree must meet all admission, thesis, proficiency, candidacy, comprehensive, and product of learning requirements for both the MSADA and MPA programs.



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## **Dual Degree in Master of Science Applied Data Analytics- Interdisciplinary Concentration (MSADA) and Master of Public Administration-Not-for- Profit Management Concentration (MPA)**

Program codes: MS\_304D MPA\_279B  
CIP Codes: 11.0802 and 44.0401

Program of Study for the Master of Science Applied Data Analytics –  
Interdisciplinary Concentration and Master of Public Administration-Not-for-Profit  
Management Concentration

*Admission Requirements: Baccalaureate degree from an accredited college or university;  
complete application to the Graduate School; official general GMAT or GRE exam scores,  
unless waived.*

**Additional MSADA Requirements:** evidence of knowledge in statistics, economics, and  
domain specific knowledge for the concentration through course work, work experience or  
completion of the accelerated prerequisite program before taking graduate course work in those  
subjects.

To be considered for admission, applicants must meet the criteria for admission to the Graduate  
School. Meeting these criteria does not guarantee acceptance.

Location: On Campus

### **Course Requirements for the Dual Degree in Master of Science in Applied Data Analytics (MSADA) Interdisciplinary Concentration and Master of Public Administration Not-for-Profit Management Concentration**

#### **Total Required (Minimum 60 Hours)**

#### **MSADA Required Courses (24 hours)**

MBA 5200 - Problem Analysis and Quantitative Methods (3)  
CIS 5685 Programming for Business analytics **OR** CS5245 Data Programming (3)  
CIS 5630 Data Management (3)  
CIS 5450 Project Management and Visualization (3)  
MBA 5660 Web Analytics, Data Privacy, and Security (3)  
ECO 5740 Forecasting and Time Series Models (3)  
ECO 5720 Applied Econometrics (3)  
CIS 5845 Unstructured Data Analytics (3)  
MBA 5820 Executive Skills (0)

#### **MPA Required Courses (27 hours)**

P A 5000 - Research Methods (3)

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- P A 5060 - Seminar in Public Administration (3)
- P A 5180 - Public Policy Analysis and Program Evaluation
- (3) P A 5260 - Organizational Theory & Behavior (3)
- P A 5360 - Public Personnel Administration (3)
- P A 5460 - Budgeting and Fiscal Administration
- (3) P A 5558 - Capstone Research (1)
- P A 5559 MPA Capstone Project (2) (project with data analytics emphasis)
- P A 5900 - Internship in Public Administration (3-6) (6 hours)
- OR**
- P A 5010 - Field-Based Research (3) and an MPA Elective (3)

### **Elective Courses (9 hours)**

P A 5270 Not-for-Profit Organizations (3)

P A 5271 Grants Strategies and Preparation (3)

P A 5665 Public Management (3)

Other electives may be considered as substitutions in consultation with the MPA and MSADA directors.

**MSADA Differential Tuition:** Students enrolled in the dual degree will pay an additional tuition amount above the regular tuition assessed for graduate students on those courses that satisfy the requirements of the MSADA degree. For more information about differential tuition, please refer to <http://studentaccounts.appstate.edu/tuition-and-fees>

**Other Requirements for Dual Degree (MSADA & MPA): Thesis:** Optional (Elective) for Applied Data Analytics

*Proficiency: Not Required for Applied Data Analytics. Public Administration students must demonstrate a proficiency in reading a foreign language or quantitative analysis as a research tool as determined by the program.*

**Candidacy:** Required for Applied Data Analytics. Not required for Public Administration.

**Comprehensive:** Not required for Applied Data Analytics. Public Administration students must successfully complete a capstone experience (PA 5558 plus PA 5559) fulfills the requirement for a comprehensive examination.

**Product of Learning:** Not required.

### **G\_COB\_MSADA\_2020\_6**

Create a program of study for a Dual Degree arrangement between the Master of Science in Applied Data Analytics (MS) Interdisciplinary concentration and Master of Public Administration (MPA) Town, City and County Management concentration.

To be inserted in the COB and GJS department pages.

Students may also pursue a dual graduate degree in the Walker College of Business and the Department of Government and Justice Studies through a Dual Degree in Master of Science in Applied Data Analytics (MSADA) with an Interdisciplinary Concentration and Master of Public Administration (MPA) with a concentration in Not-for-Profit Management,

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Public Management, or Town, City and County Management. Students interested in pursuing this dual degree must meet all admission, thesis, proficiency, candidacy, comprehensive, and product of learning requirements for both the MSADA and MPA programs.

## Dual Degree in Master of Science Applied Data Analytics- Interdisciplinary Concentration (MSADA) and Master of Public Administration-Town, City and County Management Concentration (MPA)

Program codes: MS\_304D MPA\_279C

CIP Codes: 11.0802 and 44.0401

Program of Study for the Master of Science Applied Data Analytics –  
Interdisciplinary Concentration and Master of Public Administration-Town, City  
and County Management Concentration

*Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Graduate School; official general GMAT or GRE exam scores, unless waived.*

**Additional MSADA Requirements:** evidence of knowledge in statistics, economics, and domain specific knowledge for the concentration through course work, work experience or completion of the accelerated prerequisite program before taking graduate course work in those subjects.

To be considered for admission, applicants must meet the criteria for admission to the Graduate School. Meeting these criteria does not guarantee acceptance.

**Location: On Campus**

### **Course Requirements for the Dual Degree in Master of Science in Applied Data Analytics (MSADA) Interdisciplinary Concentration and Master of Public Administration (MPA) Town City and County Management Concentration**

**Total Required (Minimum 60 Hours)**

#### **MSADA Required Courses (24 hours)**

MBA	5200	Problem Analysis and Quantitative Methods (3)
CIS	5685	Programming for Business analytics <b>OR</b> CS5245 Data Programming (3)
CIS	5630	Data Management (3)
CIS	5450	Project Management and Visualization (3)
MBA	5660	Web Analytics, Data Privacy, and Security (3)
ECO	5740	Forecasting and Time Series Models (3)
ECO	5720	Applied Econometrics (3)
CIS	5845	Unstructured Data Analytics (3)
MBA	5820	Executive Skills (0)

#### **MPA Required Courses (27 hours)**

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- P A 5000 - Research Methods (3)
- P A 5060 - Seminar in Public Administration (3)
- P A 5180 - Public Policy Analysis and Program Evaluation (3)

- PA 5260 - Organizational Theory & Behavior (3)
- P A 5360 - Public Personnel Administration (3)
- P A 5460 - Budgeting and Fiscal Administration (3)
- P A 5558 - Capstone Research (1)
- P A 5559 MPA Capstone Project (2) (project with data analytics emphasis)
- P A 5900 - Internship in Public Administration (3-6) (6 hours)

**OR**

- P A 5010 - Field-Based Research (3) and an MPA Elective (3)

### **Elective Courses (9 hours)**

P A 5461 Public Financial Management (3)

P A 5560 Local Government Administration (3)

A graduate-level course in Planning (3)

Other electives may be considered as substitutions in consultation with the MPA and MSADA directors.

**MSADA Differential Tuition:** Students enrolled in the dual degree will pay an additional tuition amount above the regular tuition assessed for graduate students on those courses that satisfy the requirements of the MSADA degree. For more information about differential tuition, please refer to <http://studentaccounts.appstate.edu/tuition-and-fees>

### **Other Requirements for Dual Degree (MSADA & MPA):**

**Thesis:** Optional (Elective) for Applied Data Analytics

*Proficiency: Not Required for Applied Data Analytics. Public Administration students must demonstrate a proficiency in reading a foreign language or quantitative analysis as a research tool as determined by the program.*

**Candidacy:** Required for Applied Data Analytics. Not required for Public Administration.

**Comprehensive:** Not required for Applied Data Analytics. Public Administration students must successfully complete a capstone experience (PA 5558 plus PA 5559) fulfills the requirement for a comprehensive examination.

**Product of Learning:** Not required.

## **G\_CAS\_HIS\_2020\_1**

**Change the title of HIS 5586 from "Introduction to Historic Preservation" to "Historic Preservation"**

*HIS 5586 Historic Preservation (3 credits) When Offered: Fall, Even-numbered years  
Historic preservation is the identification, protection, and enhancement of historic resources. This course covers the history of preservation in the United States. In particular, students will study the evolution of the federal preservation programs along with the methodology and requirements of the National Register of Historic Places. The course introduces current programs and techniques utilized for the preservation of historic buildings, landscapes, and sites. Students will learn about*

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*governmental, non-profit, and for-profit organizations involved in historic preservation and their importance in determining the direction of the field. The course includes a practical component.*

## G\_CAS\_HIS\_2020\_2

Change the concentration-specific requirements for Museum Studies concentration. Remove HIS 5650 – Museum Education from the concentration requirement, and keep it as an on-demand course.

## Attachment B (Proposed Catalog Copy)

Program Code: MA\_255E

## Concentration Requirements (27 Hours)

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- [HIS 5575 - Introduction to Public History \(3\)](#)
- [HIS 5580 - Studies in Material Culture \(3\)](#)
- [HIS 5610 - Management of Museums \(3\)](#)
- [HIS 5640 - Interpretation in Museums \(3\)](#)
- [HIS 5900 - Internship in History \(3-12\) \(6 Hours\)](#)

### Electives (9 Hours)

---

9 hours of graduate electives from the following Public History Courses, or students may select up to 6 hours of other graduate courses upon approval of the coordinator of the Public History Concentration and the Director of Graduate Studies in History.

- [HIS 5400 - Grant Writing \(3\)](#)
- [HIS 5576 - Cultural Resource Management \(3\)](#)
- [HIS 5577 - Historical Documentation \(3\)](#)
- [HIS 5578 - Architectural History \(3\)](#)
- [HIS 5579 - Oral History \(3\)](#)
- [HIS 5581 - Records and Society \(3\)](#)
- [HIS 5583 - American Environmental History \(3\)](#)
- [HIS 5584 - America's National Parks \(3\)](#)
- [HIS 5586 - Introduction to Historic Preservation \(3\)](#)
- [HIS 5587 - Philosophy of Historic Preservation \(3\)](#)
- [HIS 5591 - Archives, History, and Collective Memory \(3\)](#)
- [HIS 5595 - Digital History \(3\)](#)
- [HIS 5650 - Museum Education \(3\)](#)
- [HIS 5660 - Topics in Public and Applied History \(3\)](#)
- [HIS 5998 - Thesis Research \(1-9\) \(3 Hours\)](#)
- [HIS 5999 - Thesis \(1-9\) \(3 Hours\)](#)

## G\_CAS\_HIS\_2020\_3

Provost approved 6/7/21  
Effective Fall 2021 unless otherwise noted.

Change the concentration-specific requirements for Historic Preservation concentration. Remove HIS 5587 - Philosophy of Historic Preservation from the concentration requirement, and keep it as an on-demand course.

## Attachment B (Current Catalog Copy)

Program Code: MA\_255C

### Concentration Requirements (27 Hours)

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- [HIS 5575 - Introduction to Public History \(3\)](#)
- [HIS 5577 - Historical Documentation \(3\)](#)
- [HIS 5578 - Architectural History \(3\)](#)
- [HIS 5586 - Historic Preservation \(3\)](#)
- [HIS 5900 - Internship in History \(3-12\)](#) (6 Hours)

### Electives (9 Hours)

---

9 hours of graduate electives from the following Public History Courses, or students may select up to 6 hours of other graduate courses upon approval of the coordinator of the Public History Concentration and the Director of Graduate Studies in History.

- [HIS 5400 - Grant Writing \(3\)](#)
- [HIS 5576 - Cultural Resource Management \(3\)](#)
- [HIS 5579 - Oral History \(3\)](#)
- [HIS 5580 - Studies in Material Culture \(3\)](#)
- [HIS 5581 - Records and Society \(3\)](#)
- [HIS 5583 - American Environmental History \(3\)](#)
- [HIS 5584 - America's National Parks \(3\)](#)
- [HIS 5587 - Philosophy of Historic Preservation \(3\)](#)
- [HIS 5591 - Archives, History, and Collective Memory \(3\)](#)
- [HIS 5595 - Digital History \(3\)](#)
- [HIS 5610 - Management of Museums \(3\)](#)
- [HIS 5640 - Interpretation in Museums \(3\)](#)
- [HIS 5650 - Museum Education \(3\)](#)
- [HIS 5660 - Topics in Public and Applied History \(3\)](#)
- [HIS 5998 - Thesis Research \(1-9\)](#) (3 Hours)
- [HIS 5999 - Thesis \(1-9\)](#) (3 Hours)

G\_COB/CAS\_MSADA/IOHRM\_2020\_7

Create a program of study for a Dual Degree arrangement between the Master of Science in Applied Data Analytics (MS) Interdisciplinary concentration and Master of Arts (MA) in Industrial-Organizational Psychology and Human Resource Management.

Provost approved 6/7/21  
Effective Fall 2021 unless otherwise noted.

**Dual Degree in Master of Science Applied Data Analytics-  
Interdisciplinary Concentration  
(MS) and Master of Arts in Industrial-Organizational  
Psychology and Human Resource Management (MA)**

*Program codes: MS\_304D MA\_258A CIP  
Codes: 11.0802 and 42.2804*

Program of Study for the Master of Science Applied Data Analytics –  
Interdisciplinary Concentration and Master of Arts in Industrial-Organizational  
Psychology and Human Resource Management (MA)

*Admission Requirements: Baccalaureate degree from an accredited college or university;  
complete application to the Graduate School; official general GMAT or GRE exam scores.*

**Additional MSADA Requirements:** Evidence of knowledge in statistics, economics, and domain specific knowledge for the concentration through course work, work experience or completion of the accelerated prerequisite program before taking graduate course work in those subjects.

To be considered for admission, applicants must meet the criteria for admission to the Graduate School. Meeting these criteria does not guarantee acceptance.

Location: On Campus

**Course Requirements for the Dual Degree in Master of Science in Applied Data Analytics (MS)  
Interdisciplinary Concentration and Master of Arts in Industrial-Organizational Psychology and  
Human Resource Management (MA)**

**Total Required (Minimum 69 Hours)**

**MSADA Required Courses (21 hours)**

CIS	5685	Programming for Business analytics	OR	CS5245	Data Programming (3)
CIS	5630	Data Management (3)			
CIS	5450	Project Management and Visualization (3)			
MBA	5660	Web Analytics, Data Privacy, and Security (3)			
ECO	5740	Forecasting and Time Series Models (3)			
ECO	5720	Applied Econometrics (3)			
CIS	5845	Unstructured Data Analytics (3)			
MBA	5820	Executive Skills (0)			

**MA-IOHRM Required Courses (36 hours)**

PSY 5020 - Research Methods in Psychology (3)  
PSY 5030 - Quantitative Methods in Psychology (3)  
MGT/PSY 5040 – Employment Law (3)

Provost approved 6/7/21

Effective Fall 2021 unless otherwise noted.

MGT/PSY 5160 - Strategic Human Resource Management (3) MGT/PSY 5570 - Compensation (3)

MGT/PSY 5045 - Introduction to Human Resources and Professional Issues (3) MGT/PSY 5055 - Leadership, Groups, and Teams (3)

MGT/PSY 5065 - Organizational Development (3)

MGT/PSY 5660 - Staffing (3)

MGT/PSY 5661 - Performance Management (3) MGT/PSY 5671 - Training and Development (3) MGT/PSY 5672 - Advanced Organizational Psychology (3)

#### **Internship (6 Hours)**

MGT 5900 – Internship (6) (must have analytics focus)

#### **Elective Courses (Minimum 6 hours)**

Students are required to work with both program directors each semester to determine appropriate program of study and course scheduling.

**MSADA Differential Tuition:** Students enrolled in the dual degree will pay an additional tuition amount above the regular tuition assessed for graduate students on those courses that satisfy the requirements of the MSADA degree. For more information about differential tuition, please refer to <http://studentaccounts.appstate.edu/tuition-and-fees>

#### **Other Requirements for Dual Degree (MSADA & MA-IOHRM):**

**Thesis:** Optional (Elective)

**Proficiency:** *Not Required for Applied Data Analytics. For IOHRM: Statistics proficiency met by completion of PSY 5020.*

**Candidacy:** Required; see the respective program directors for specific timeline and requirements for admission to candidacy

**Comprehensive:** Not Required for Applied Data Analytics. IOHRM candidates will satisfactorily complete a comprehensive oral exam administered by Program Faculty

**Product of Learning:** Not Required

#### **G\_CAS\_BIO\_2020\_1**

**Increase the number of credit hours for BIO 5650 Bioinformatics.**

*BIO 5650. Bioinformatics (4). On demand. An introduction to computational tools in biology. Students will have the opportunity to learn how to mine biological databases for information; retrieve, analyze, and compare biological sequence data; and predict sequence features and relationships using computational tools. Lecture three hours, laboratory three hours. Prerequisite: BIO 3800 (Molecular Biology) or permission of the instructor.*

#### **G\_MUS\_MUS\_2020\_4**

**Create a new course: MUS 5010 Research Methods in Music Therapy (3).**

*MUS 5010 - Research Methods in Music Therapy (3)*

*WHEN OFFERED: On Demand*

*Overview of research theory, ethics, and methodologies in music therapy.*



Provost approved 6/7/21  
Effective Fall 2021 unless otherwise noted.

## **G\_MUS\_MUS\_2020\_5**

Create a new course: MUS 5062 Ethical Thinking and Anti-Oppressive Practices in Music Therapy (3).

*MUS 5062 - Ethical Thinking and Anti-Oppressive Practices in Music Therapy (3)*

*WHEN OFFERED: On Demand*

*An overview of ethics, multicultural theories, and anti-oppressive practices in music therapy.*

## **GU\_COE\_2020\_1**

Create EDU course subject prefix for Professional Education  
CORE

Subject: EDU

College: ED (College of Education)

Dept: COE (College of Education)

## **G\_COE\_2020\_2**

Add a new course EDU 5900: Graduate Student Teaching with Professional Education Core (EDU) for clinical internship requirement for graduate programs and residency licensure programs.

\*EDU 5900 will replace CI 5900 on POS's listed in 6a

\*EDU Prefix created (GU\_COE\_2020\_1)

*EDU 5900 - Graduate Student Teaching (3-hours)*

*When Offered: Fall, Spring*

*Graduate Student Teaching is the capstone experience of teacher preparation and provides direct supervision for one semester with experiences teaching in BK-12 environments appropriate to the level(s) of licensure sought. This graduate level student teaching is designed for candidates enrolled in graduate and residency licensure programs through Appalachian.*

*Graded on an S/U basis.*



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C I 5000 – Principles of Curriculum and Instruction (3)

C I 5041 – Assessment to Improve Learning and Inform teaching (3) C I 5070 – Advanced Study in Elementary School Mathematics (3) C I 5075 – Advanced Study in Elementary School Science (3)

C I 5080 – Advanced Study in Elementary School Social Studies (3) C I 5230 – Studies in Applied Instructional Strategies (3)

EDU 5900 – Graduate Student Teaching (3)

R E 5100 – Teaching Beginning Readers and Writers (3) SPE 5595 – Individual Differences (3)

## **G\_COE\_CI\_2020\_2**

**Add one new course. This proposal is to add CI 5000, Principles of Curriculum and Instruction to the Elementary Education Graduate Certificate\_422A program of study.**

*CI 5000 - Principles of Curriculum and Instruction (3)*

*When Offered: On Demand*

### *Course description*

*An examination of the basic principles of curriculum and instruction. Topics focusing on classroom management and demonstrating performance on teaching standards will be presented.*

*FIELDWORK REQUIRED: 60 hour practicum spread across three weeks is required and completed in a K-6 classroom.*

## **G\_COE\_CI\_2020\_4**

**Update the course description for CI 5070 and change the semester offering.**

*C I 5070 - Advanced Study in Elementary School Mathematics (3)*

*When Offered: On Demand*

*Candidates will build on their content knowledge of elementary school mathematics while examining content and pedagogy through the lens of a practicing teacher. They will explore and implement specific research-based pedagogy to deepen their pedagogical content knowledge.*

*Topics will include comparative analyses of state and national curriculum standards, research-based best practice, authentic assessment, and subject matter integration.*

## **G\_COE\_CI\_2020\_5**

**Update the course description for CI 5075 and change the semester offering.**

*C I 5075 - Advanced Study in Elementary School Science (3)*

*When Offered: On Demand*

*Advanced Study in Elementary School Science is designed for candidates to further develop their content knowledge and critically examine existing pedagogical practices. The course focuses on the understanding of scientific concepts and principles; interdisciplinary planning and implementation; infusion of community resources and local funding into the elementary science program; and contemporary issues specific to the teaching, learning, and evaluation of science curricula.*

## **G\_COE\_CI\_2020\_6**

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Effective Fall 2021 unless otherwise noted.

Update the course description for CI 5080 and change the semester offering.

*CI 5080 - Advanced Study in Elementary School Social Studies (3)*  
*When Offered: On Demand*

*Designed for candidates to build on their content knowledge about the social studies (including history, political science, and geography). Includes analysis of ideological views about the purpose of the social studies, current issues in social studies, and on-going debates about social studies curriculum standards at the national and state levels. Specific topics will include research-based teaching strategies, connecting learners to social studies content, developing in-depth subject matter integration, social studies for social justice, and advocating for the social studies.*

### **G\_COE\_EDL\_2020\_1**

**Change Program of study: Remove:** Students are required to register for 3 hours of Dissertation for two consecutive semesters, followed by at least 1 hour for every semester thereafter until the dissertation is completed.

**Add:** Students are required to register for 6 hours of Dissertation, followed by at least 1 hour of GRD 7989 for every semester thereafter until the dissertation is completed.

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# **Educational Leadership - Educational Administration Concentration, EdD**

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Program Code: EDD\_702D CIP

Code: 13.0401

## **Program of Study for the Doctor of Education in Educational Leadership**

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

Provost approved 6/7/21  
Effective Fall 2021 unless otherwise noted.

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

**Standardized Exam Waiver Eligibility:** The standardized exam (GRE) requirement may be waived for applicants with:

An earned graduate degree with GPA of 3.0 or higher ***AND***

At least five (5) years of professional experience in education

***OR***

An earned Education Specialist (EdS) degree with GPA of 3.0 or higher from Appalachian State University

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

### **Additional Admission Requirements**

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

Apply for a Master's Degree in School Administration and then apply for the Doctoral Program upon receipt of the MSA, or

Have transcripts reviewed by the MSA coordinator. Courses needed to meet principal licensure requirements will be identified by the MSA program coordinator and will be taken in addition to, or as electives in, the EdD program and will be listed in the EdD program of study. The courses identified must be completed along with the required doctoral program courses to be eligible for licensure recommendation as a principal and superintendent upon completion of the EdD degree.

### **Additional Information about Standardized Exam Waiver Eligibility**

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Any standardized exam waiver for a graduate degree program at Appalachian State requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher in their last earned degree (undergraduate or graduate; some programs have established higher GPA requirements). No exam waiver is automatic but will require review and approval by the Graduate School upon submission of a complete application. An approved waiver request does not guarantee acceptance into the program. A denied waiver request does not mean that a candidate is denied admission to the program, only that a standardized exam score is needed to more fully evaluate the application. Standardized test scores may be required for scholarship consideration.

### **Course Requirements for the Doctor of Education in Educational Leadership**

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Total Required (Minimum 60 Hours)

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Required Courses (36 Hours)

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Effective Fall 2021 unless otherwise noted.

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[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 7035 - Curriculum History, Theory and Practice in Educational Organizations (3)**

**EDL 7040 - Educational Organizations and Technology (3)**

**EDL 7065 - Writing for the Professional Educator (3)**

**EDL 7160 - Qualitative Research Methods (3)**

**EDL 7165 - Applied Quantitative Methods in Education I (3)**

One Elective approved by the Director of the Doctoral Program

Select Two of the Courses Below With Advice and Approval of an Advisor

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**EDL 7175 - Applied Quantitative Methods in Education II (3)**

**EDL 7180 - Advanced Qualitative Research in Education (3)**

**EDL 7530-7549 - Selected Topics (1-4) (3)**

**Dissertation (6 Hours)**

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[Students are required to register for 6 hours of Dissertation, followed by at least 1 hour of GRD 7989 for every semester thereafter until the dissertation is completed.](#) ~~Students are required to register for 3 hours of Dissertation for two consecutive semesters, followed by at least 1 hour for every semester thereafter until the dissertation is completed.~~ (See index for policy on completion of thesis/dissertation.)

**EDL 7999 - Dissertation (1-9)** - 6 hours minimum

**Concentration Requirements (18 Hours)**

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**EDL 7900 - Internship (3-6)** 3 or 6 hours

12 s.h. of coursework related to school administration. Approval of the plan of study is required from the school administration coordinator and the doctoral program director. Students seeking principal licensure must complete the coursework required to meet current NC Principal Licensure standards. Students seeking superintendent licensure must hold principal licensure and complete the coursework required to meet current NC superintendent licensure standards.

## Other Requirements for the EdD in Educational Leadership

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

### Notes

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As required by UNC Board of Governors policy, doctoral students must remain enrolled in at least one hour each Fall and Spring semester until graduation once 6 dissertation semester hours are completed.

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

Students entering the doctoral program with an EdS in Higher Education from ASU will have fulfilled the requirements for a concentration in Higher Education.

### GU\_COE\_HPC\_2020\_1

Remove HPC 4840/5840 Human Relations and Interaction (dual listed).

### GU\_COE\_HPC\_2020\_2

Remove HPC 4900/5000 Internship in Public Schools (dual listed).

### G\_COE\_HPC\_2020\_1

Remove HPC 5100 Counseling Techniques for Teachers of Young Adolescents.

### G\_COE\_HPC\_2020\_2

Remove HPC 5273. Mediation and Divorce Therapy.

### G\_COE\_HPC\_2020\_3

Remove HPC 5315 Elementary/Middle Grades School Counseling.

### G\_COE\_HPC\_2020\_4

Remove HPC 5680. Counseling the Aging.

### G\_COE\_HPC\_2020\_5



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**Remove HPC 5700 Teaching Sex Education Within a Family Context.**

**G\_COE\_HPC\_2020\_6**

**Remove HPC 5710 Helping the Troubled Employee.**

**G\_COE\_HPC\_2020\_7**

**Remove HPC 5850 Theory and Practice of Reality Therapy.**

**G\_COE\_HPC\_2020\_8**

**Remove HPC 6162 Systemic Gestalt Therapy.**

**G\_COE\_HPC\_2020\_9**

**Add HPC 5550 Equine Assisted Therapy.**

*HPC 5550. Equine Assisted Therapy (3).*

*When offered: Summer.*

*The application of the utilization of equine species to promote relationships between student/school counselor or client/counselor. Focus will be on learning about and use of horses for clinical practice and leadership opportunities through equine assisted learning. These include self-awareness, collaboration with others, relationship building, assertiveness skill sets, professional dispositions, and boundary setting through facilitation of working with individuals or groups within the therapeutic setting partnering with horses.*

*Prerequisite: Permission from instructor necessary if outside of the department.*

**G\_COE\_HPC\_2020\_10**

**Add HPC 5555 The Neurobiology of Addiction.**

*HPC 5555. The Neurobiology of Addiction (3).*

*When offered: On demand.*

*This course is intended to provide graduate students with fundamental information on neurobiological systems in the brain that are responsible for drug addiction. Common neurobiological elements are emphasized that provide novel insights into how the brain mediates the acute rewarding effects of drugs of abuse and how it changes during the transition from initial drug use to compulsive drug use and addiction. Models and treatment of addiction will be reviewed as well.*

**G\_COE\_HPC\_2020\_11**

**Add HPC 5565 Introduction to Play Therapy.**

*HPC 5565. Introduction to Play Therapy (3).*

*When offered: On demand.*

*This course is an introduction to the basic concepts of child-centered play therapy. Students will learn the child-centered philosophy, skills necessary to establish and maintain relationships with children, and how to create environments that facilitate the child's self-expression.*

*Prerequisite: Permission from instructor necessary if the student is not enrolled in an HPC graduate program.*

Provost approved 6/7/21  
Effective Fall 2021 unless otherwise noted.

### **G\_COE\_HPC\_2020\_12**

**Add HPC 6550 Research Methods in Marriage and Family Therapy.**

*HPC 6550. Research Methods in Marriage and Family Therapy (3).*

*When Offered: Fall.*

*This course provides students with an understanding of clinical research methods and design. In addition, it addresses the relevance of research to students' clinical work. Students will investigate existing research and research methods used in marriage and family therapy, both quantitative and qualitative. Ethical issues and cultural considerations in research will also be addressed, as well as critically evaluating existing research. The course is practitioner-oriented with a focus on enabling students to read, interpret, and conduct research to guide evidence-based clinical practice.*

### **G\_COE\_HPC\_2020\_13**

**Change course title for HPC 5110 Multicultural Counseling.**

*HPC 5110. Social and Cultural Diversity in Counseling and Therapy (3).*

*When offered: Fall, Spring, Summer.*

*An exploration of counseling issues related to a culturally diverse client population.*

### **G\_COE\_HPC\_2020\_14**

**Change course description for HPC 5120 Introduction to Clinical Mental Health Counseling.**

*HPC 5120. Introduction to Clinical Mental Health Counseling (3).*

*When offered: Fall.*

*An introduction to the issues, functions, and scope of the work being done in various clinical mental health counseling agencies. Helping approaches with selected client populations and related professional concerns including licensure and professional associations will be examined. The history of counseling and its specialty areas will be examined.*

*Prerequisite: Registration is restricted to Clinical Mental Health Counseling majors.*

### **G\_COE\_HPC\_2020\_15**

**Change course title, description, and when offered for HPC 5140 Psychological and Educational Testing.**

*HPC 5140. Counseling Assessment and Testing (3).*

*When offered: Fall.*

*This course covers the purpose and methods of assessment, testing, and evaluation in counseling, including the selection, administration, and interpretation of assessment data as well as cultural and ethical considerations in assessment.*

### **G\_COE\_HPC\_2020\_16**

**Change the course title, description, and when offered for HPC 5210 Life and Career Planning.**

*HPC 5210. Career Development and Counseling (3).*

*When offered: Fall, Summer.*

Provost approved 6/7/21  
Effective Fall 2021 unless otherwise noted.

*Theoretical foundations and current trends in career development and counseling. Identification of individual, cultural, and environmental influences on career development as well as the relationship between work and mental health. Emphasis on the career development challenges and needs of diverse client populations in school and mental health settings. Practical application of theory, including career counseling strategies, resources, and interventions.*

#### **G\_COE\_HPC\_2020\_17**

**Change course offering, prerequisite, and description for HPC 5225 The Helping Relationship.**

*HPC 5225. The Helping Relationship (3).*

*When offered: Spring.*

*This course examines the philosophy of the therapeutic relationship, basic counseling skills, and the developmental process of the counseling relationship. Through experiential activity, students in this course will develop the effective counseling skills necessary to sustain the counseling relationship from the initial interview to the termination. The focus of this course is on developing students' presence, awareness, and use of effective counseling skills and basic active listening skills. Students will learn, observe, evaluate, and demonstrate effective counseling behaviors through the use of counseling skills practice (with other students), presentation of video/audio-recorded sessions, and the evaluation of practice sessions/skills of classmates under the supervision of the instructor.*

#### **G\_COE\_HPC\_2020\_18**

**Change course title for HPC 5272 Individual and Family Development.**

*HPC 5272. Individual and Family Development Across the Lifespan (3).*

*When offered: Fall, Spring, Summer.*

*An introduction to theories of individual and family development across the lifespan. Emphasis will be given to clinical issues impacting individual and family development including behavioral crises, theories of personality, cultural implications, situational and environmental factors, wellness, and addictive behaviors.*

#### **G\_COE\_HPC\_2020\_19**

**Change course description for HPC 5310. Introduction to Professional School Counseling.**

*HPC 5310. Introduction to Professional School Counseling (3).*

*When offered: Fall.*

*This course is a study of comprehensive school counseling programs; appropriate counselor roles (counseling, coordination, and consultation); and methods of providing services to students, families, and school personnel within a collaborative framework. The history of counseling, professional identity, licensure requirements, and legal and ethical standards will be examined and discussed within a collaborative, equity-driven framework.*

#### **G\_COE\_HPC\_2020\_20**

**Change course description and prerequisites for HPC 5900 Practicum.**

# HPC 5900 - Practicum (1-9)

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## When Offered: Fall, Spring

~~Practica are available in the areas given below according to the chosen curriculum. Some practicums may be repeated for additional credit when there is space and upon approval of the advisor and the departmental chair.~~

~~Practicum in Counseling: Professional practice provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.~~

Practicum in Counseling: A distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

Graded on an S/U basis.

Prerequisites for Counseling for CMHC Majors: HPC 5110, HPC 5120, HPC 5220, HPC 5225, and HPC 5790.

Prerequisites for Counseling for PSC Majors: HPC 5110, HPC 5220, HPC 5225, HPC 5310, HPC 5790. Exceptions made with the permission of the program.

~~Practicum in Student Affairs Administration: 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 affairs majors.~~ This is a required course that can be repeated as an elective. This course invites students into a reflective, practical learning experience where complete a minimum of 100 hours at a practicum host site and meet weekly to make meaning of their experiences and reflect on how they are growing as practitioner-scholars of student affairs.

Prerequisite: Prior approval of the departmental chair.

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~~Practicum in Group Leadership: Supervised practice in group leadership.~~

~~Prerequisites for Counseling for CMHC Majors: HPC 5120, HPC 5220, HPC 5225, HPC 5752, HPC 5790, and approval of department chairperson.~~

~~Prerequisites for Counseling for PSC Majors: HPC 5310, HPC 5790, HPC 5220, and approval of department chairperson.~~

~~Prerequisite for Student Affairs Administration: Prior approval of the departmental chair.~~

~~Prerequisites for Group Leadership: HPC 5790, HPC 6720, and prior approval of the departmental chair.~~

~~Graded on an S/U basis.~~

## G\_COE\_HPC\_2020\_21

Change course title and description for HPC 6270 Marriage and Family Counseling: Clinical Issues.

*HPC 6270. Clinical Issues in Marriage and Family Therapy (3).*

*When offered: Fall.*

*An examination of contemporary and systemic issues in families and relationships, and related therapeutic intervention in families.*

*Prerequisite: HPC 5270.*

## G\_COE\_HPC\_2020\_22

Change course title and description HPC 6272 Marital and Couples Therapy.

*HPC 6272. Couple Therapy (3).*

*When offered: Fall, Odd-numbered years.*

*This seminar examines key issues associated with effective couple therapy. Emphasis is given to an overview of theoretical models of intimate relationships and models for effecting healing and growth in such relationships.*

## G\_COE\_HPC\_2020\_23

Change course title and offering for HPC 6290 Child and Adolescent Therapy.

*HPC 6290. Child and Adolescent Counseling and Therapy (3).*

*When offered: Spring.*

*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.*

## G\_COE\_HPC\_2020\_24

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**Change course description for HPC 6451 Clinical Mental Health Counseling Seminar.**

*HPC 6451. Clinical Mental Health Counseling Seminar (3).*

*When offered: On demand.*

*An examination of current issues and trends in mental health counseling, focusing on the transition from clinical trainee to entry level practitioner in areas such as psychosocial assessment, prevention/education/intervention techniques, administration of programs, and supervision.*

*Prerequisites: HPC 5210, HPC 5220, HPC 5752, HPC 5790; registration is restricted to Clinical Mental Health Counseling majors. Prerequisite or Corequisite: HPC 5900.*

**G\_COE\_HPC\_2020\_25**

**Change course title and description for HPC 6525 Advanced Systemic Multicultural Counseling.**

*HPC 6525. Advanced Social Justice and Inclusion in Systemic Therapy (3).*

*When offered: Spring.*

*An advanced exploration of social justice and inclusion in the practice of systemic therapy. The role of power, privilege, marginalization, oppression, positionality, and intersectionality in therapy will be addressed throughout the course. Students will develop models of cultural competence.*

*Prerequisite: HPC 5110.*

**G\_COE\_HPC\_2020\_26**

**Change course description for HPC 6710 Human Sexuality.**

*HPC 6710. Human Sexuality (3).*

*When offered: Spring.*

*This course will cover content related to human sexuality which includes: sexual development over the life span, sexual relationships, sexual health, sexual diversity, research and theories related to sexuality, and diagnosis.*

**G\_COE\_HPC\_2020\_27**

**Change course description, prerequisites, credit hours and when offered for HPC 6900 Internship.**

Internship

~~2020-2021~~[2021-2022](#) Graduate Bulletin

## **HPC 6900 - Internship (~~1-18~~1-6)**

**When Offered: Fall, Spring, Summer Session**

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~~[mental health](#) agency. In addition to those listed below, other

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specific experiences will be developed and approved by the student and the student's advisory committee. May be ~~taken~~ repeated for up to a total of ~~eighteen~~ twelve semester hours with permission of the departmental chair.

Graded on an S/U basis.

Internship in Professional School Counseling:

When Offered: Spring, as needed in the Fall

Practice in the application of skills used in counseling elementary/middle/secondary school youth. Setting to be decided upon in consultation with the internship supervisor. A minimum of 600 clock hours of work (full-time) as a counselor in the school will be required.

Prerequisites: HPC 5110, HPC 5140, HPC 5210, HPC 5220, HPC 5225, HPC 5310, HPC 5754, HPC 5790, HPC 5900, HPC 6620/PSY 6620, admission to candidacy. Exceptions made with the permission of the program and approval of the departmental chair.

Internship in Clinical Mental Health Counseling:

A distinctly defined, post-practicum, supervised clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills related to the program objectives. A minimum of 600 clock hours of work (full-time) as a counselor in a clinical mental health counseling setting will be required.

~~On-the-job experience will be emphasized through placement of students in appropriate human service agencies. Includes practice in the counseling and other helping skills used in various agencies. Available primarily for Clinical Mental Health Counseling majors.~~

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Prerequisites: [HPC 5110](#), [HPC 5120](#), [HPC 5220](#), [HPC 5225](#), ~~[HPC 5752](#)~~, [HPC 5790](#), [HPC 5900](#), ~~[HPC 6451](#)~~, [admission to candidacy](#), and approval of departmental chairperson.

Internship in Student Affairs Administration:

#### When Offered: Spring

This course serves as a capstone experience where students apply competencies gained in other courses through a practical, internship experience and prepare for the job search process and transition out of graduate school.

Students engage in career preparation activities to receive feedback on their cover letters, resumes, and interviewing skills and career readiness evaluations to receive feedback on on-the-job skills.

~~On-the-job experience will be emphasized through placement of students in specific student affairs functions/offices either on the ASU campus or in another area post-secondary institution. Available primarily for college student development majors.~~

Prerequisites: ~~[HPC 5410](#)~~, [HPC 5900](#) (Practicum in Student Affairs Administration), and prior approval of the departmental chair.

Internship in Marriage and Family Therapy (3+3+6)

Supervised practice in the application of skills used in systemic individual, couple and family therapy. Open only to marriage and family therapy majors.

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Prerequisite: Prior approval of the departmental chair. ~~Graded on an S/U basis.~~

#### **G\_COE\_HPC\_2020\_30**

~~Remove HPC 5340 Research in Student Affairs Administration.~~

#### **G\_COE\_HPC\_2020\_31**

~~Remove HPC 5440 Student Affairs and the Great Outdoors.~~

#### **G\_COE\_HPC\_2020\_32**

~~Remove HPC 5460 Professional Practice in Student Affairs Administration.~~

#### **G\_COE\_HPC\_2020\_33**

~~Change the course title and description for HPC 5190 Helping Skills in Students Affairs Practice. HPC 5190. Advising and Supporting in Student Affairs (3).  
When offered: Fall.~~

~~An introduction to and overview of the role of student affairs educators as facilitators of individual and group development. Methods of helping, group facilitation skills, advising, and leading and managing groups appropriate to student affairs functions will be discussed and developed.~~



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### **G\_COE\_HPC\_2020\_34**

Change course title, prerequisite, description, and when offered for HPC 6330 Assessment and Program Evaluation in Student Affairs.

*HPC 6330. Assessment and Applied Research in Student Affairs (3).*

*When offered: Spring.*

*This course advances understanding around the concepts and practices of assessment and program evaluation, including students' ability to evaluate existing literature and reports; to collect and analyze data for learning, effectiveness, outcomes, satisfaction, and program review; and to make evidence-based decisions. The course reviews quantitative, qualitative and mixed method approaches that can be used in curricular and co-curricular settings.*

### **G\_COE\_HPC\_2020\_35**

Add HPC 6420 Contemporary Issues in Student Affairs Administration.

*HPC 6420. Contemporary Issues in Student Affairs Administration (3).*

*When offered: Fall*

*This course examines pressing topics in U.S. higher education and student affairs, explores how to navigate tensions between one's own position on the issues and the institution's stance, and invites students to forecast responses and future trends.*

### **G\_COE\_RESE\_2020\_2**

Change Program of Study for the post-baccalaureate graduate certificate in special education  
Special Education Graduate Certificate [GCERT\_720A]\*\*\*.

Add POS changes to the graduate bulletin.

Deleting SPE 5600 from the POS and adding SPE/CI 5240

Deleting SPE 5636 from the POS and adding SPE 5250

Adding EDU 5900 to the POS and increasing the requirements from 24 to 27 hours to complete CERT\_720A.

\*Update POS: Change Title, description, admission requirement statement and hours.

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Appalachian State University

# **Special Education Graduate Certificate**

Program Code: GCERT\_720A

CIP Code: 13.1011

## Program of Study for the Graduate Certificate in Special Education

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This certificate with the successful completion of appropriate licensure exams will [allow candidates to be eligible for a lead-to-NC licensure license](#) in ~~special~~ [Special education](#) Education: ~~general~~ [General](#) curriculum. Approved hours of the certificate ([up to a maximum of 18 hours](#)) may be used toward the fulfillment of the 36-hour requirement for the MA degree in Special Education.

**Admission Requirements:** Baccalaureate degree in [approved field with relevant coursework in the area of study](#), ~~any field~~ from an accredited college or university; **complete application to the Graduate School.**

To be considered for admission, applicants must meet the **criteria for admission to the Graduate School.** Meeting this condition does not guarantee admission.

**Location:** Online

### Course Requirements for the Graduate Certificate in Special Education

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**Total Required (~~24~~ [27](#) Hours)**

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**Required Courses (~~24~~ [27](#) Hours)**

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R E 5100 - Teaching Beginning Readers and Writers (3)

**R E 5210 - Educating Students with Reading Disabilities (3)**

**SPE 5220 - Characteristics, Assessment, and Identification of Individuals with Specific Learning Disabilities (3)**

SPE 5240 – Mathematics for Special Education Teachers (3) OR

CI 5240 – Mathematics for Special Education Teachers (3)

SPE 5250 – Teaching Mathematics to Students with Learning Disabilities (3)

**SPE 5595 - Individual Differences (3)**

~~**SPE 5600 - Seminar in Special Education (3)**~~

~~**SPE 5610 - Classroom Management for Effective Instruction (3) SPE 5636 --**~~

~~**Advanced Studies in Specific Learning Disabilities (3) SPE 5901 - Internship-  
Practicum (31-3) (1+1+1=3)**~~

EDU 5900 – Graduate Student Teaching (3)

**G\_COE\_RESE\_2020\_3 |**

Add Graduate Course SPE/CI 5240 Mathematics for Special Education Teachers to the list of graduate courses in the graduate bulletin for special education and for curriculum and instruction. This course is cross listed with SPE (special education) and CI (curriculum and instruction).

This course will also be added to the POS for Special Education Graduate Certificate [GCERT\_720A]\*\*\*(See G\_COE\_RESE\_2020\_2.)

Proposed abbreviation for registrar: Math for Special Educ Teachers.

Catalog copy for SPE 5240 - Mathematics for Special Education Teachers (3) SPE 5240 -

Mathematics for Special Education Teachers (3)

When Offered: On Demand

This course is the first in a two-course sequence designed to prepare special education graduate candidates to provide evidence-based math instruction across inclusive and self-contained settings for students with disabilities in an MTSS framework. In this course, students will be exposed to how students learn math from a developmental perspective and common struggles of students who have math difficulty. In addition, students will examine K-8 NC Math Standards, and math concepts including counting and cardinality, operations and algebraic thinking, numbers and operations in base ten, numbers and operation-fractions, and measurement and data. Finally, students will learn and practice evidence-based approaches to instruction and assessment of students with disabilities in mathematics. (Same as CI 5240)

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Catalog copy for CI 5240 - Mathematics for Special Education Teachers (3) [SPE 5240 - Mathematics](#)

[for Special Education Teachers \(3\)](#)

[When Offered: On Demand](#)

This course is the first in a two-course sequence designed to prepare special education graduate candidates to provide evidence-based math instruction across inclusive and self-contained settings for students with disabilities in an MTSS framework. In this course, students will be exposed to how students learn math from a developmental perspective and common struggles of students who have math difficulty. In addition, students will examine K-8 NC Math Standards, and math concepts including counting and cardinality, operations and algebraic thinking, numbers and operations in base ten, numbers and operation-fractions, and measurement and data. Finally, students will learn and practice evidence-based approaches to instruction and assessment of students with disabilities in mathematics. (Same as SPE 5240)

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### 3. b. Course Description

CI 5240 - Mathematics for Special Education Teachers (3) When Offered: On  
Demand

This course is the first in a two-course sequence designed to prepare special education graduate candidates to provide evidence-based math instruction across inclusive and self-contained settings for students with disabilities in an MTSS framework. In this course, students will be exposed to how students learn math from a developmental perspective and common struggles of students who have math difficulty. In addition, students will examine K-8 NC Math Standards, and math concepts including counting and cardinality, operations and algebraic thinking, numbers and operations in base ten, numbers and operation-fractions, and measurement and data. Finally, students will learn and practice evidence-based approaches to instruction and assessment of students with disabilities in mathematics. (Same as SPE 5240.)

## **G\_COE\_RESE\_2020\_4**

**Add Graduate Course SPE 5250 Teaching Mathematics to Students with Learning Disabilities to the list of graduate courses in the graduate bulletin for special education.**

**This course will also be added to the POS for Special Education Graduate Certificate [GCERT\_720A]\*\*\* (See G\_COE\_RESE\_2020\_2.) Proposed abbreviation for registrar: Teach Math to Students with Learn Disability.**

*SPE 5250 - Teaching Mathematics to Students with Learning Disabilities (3)*

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*When Offered: On Demand*

*This course is the second in a two-course sequence designed to prepare special education candidates to provide evidence-based math instruction across inclusive and self-contained settings for students with disabilities in an MTSS framework. In this course, candidates will be exposed to the relationship between cognitive function and acquisition of mathematical skills for students with learning disabilities in mathematics. In addition, candidates will develop the ability to diagnose math struggles in students with learning disabilities, as well as plan for, carry-out, and monitor interventions at the Tier 2 and Tier 3 level of an MTSS framework. Finally, candidates will learn and practice research-based interventions in the areas of number sense, operations, and fraction concepts, among others.*

*Prerequisite: SPE 5240 or CI 5240*

### **G\_COE\_RESE\_2020\_5**

Change title: Graduate Course SPE 5901- Internship to SPE 5901-Practicum Change the credit hours from 3 credit hours to 1-3 hours.

Update the language to distinguish candidate (Appalachian student) from student (K-12 student).

This course is part of the required courses for the POS for Special Education Graduate Certificate [GCERT\_720A]\*\*\* (See G\_COE\_RESE\_2020\_2.).

*SPE 5901 - Practicum (1-3)*

*When Offered: On Demand*

*This course offers graduate candidates the opportunity to work with individuals with special needs under the supervision of special education faculty members in a field-based setting. If NC licensure is required through the NC residency model, this practicum provides direct teaching experiences in a K-12 environment. In many cases through the residency model, candidates complete their clinical work in the classroom where they are already working as a lead teacher in a public school.*

*Prerequisite: Permission of the advisor.*

*Graded on an S/U basis.*

### **G\_COE\_RESE\_2020\_6**

Change program of study for Special Education MA (MA\_476A)

Choose one course from the practicum course options (3 Hours)

SPE 5901 - Practicum (3)

RE 5725 - Practicum in the Clinical Teaching of Reading (3)

RE 5735 - Practicum in the Teaching of Severely Disabled Readers (3)

Change required hours from 18 to 21 and reduce the elective hours from 15 to 12.

# Special Education, MA

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Program Code: MA\_476A CIP

Code: 13.1001

## Program of Study for the Master of Arts in Special Education

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**Advanced Licensure:** Requirements for this program were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level (M-level) teacher education programs ONLY for students with A-level license from North Carolina or equivalent. Graduates seeking M-level license must have A-level license at the time of application for M-level license.

**Admission Requirements:** Baccalaureate degree from an accredited college or university; **complete the application to the Graduate School**; official general GRE or MAT exam scores, unless waived.

To be considered for admission, applicants must meet the **criteria for admission to the Graduate School**. Meeting this condition does not guarantee admission.

**Standardized Exam Waiver Eligibility:** The standardized exam (GRE or MAT) requirement may be waived for applicants who:

Have completed 6 credit hours of graduate coursework at Appalachian State University or other accredited institution, with a grade of “B” or better, within the last five years; OR

Have three or more years of teaching experience.

**Accelerated Admission Option:** This program offers an **accelerated admission** option for undergraduate students currently enrolled at Appalachian State University.

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

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### **Additional Information about Standardized Exam Waiver Eligibility**

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Any standardized exam waiver for a graduate degree program at Appalachian State requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher in their last earned degree (undergraduate or graduate; some programs have established higher GPA requirements). No exam waiver is automatic but will require review and approval by the Graduate School upon submission of a complete application. An approved waiver request does not guarantee acceptance into the program. A denied waiver request does not mean that a candidate is denied admission to the program, only that a standardized exam score is needed to more fully evaluate the application. Standardized test scores may be required for scholarship consideration.

### **Course Requirements for the Master of Arts in Special Education**

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Total Required (Minimum 36 Hours)

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Required Courses (~~18~~ 21 Hours)

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[SPE 5584 - Special Education Law and Leadership \(3\)](#)

**SPE 5610 - Classroom Management for Effective Instruction (3)**

Choose One From the Following Research Courses (3 Hours)

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**SPE 5030 - Research Informing Practice in Special Education (3)**

**R E 5040 - Teacher as Researcher (3)**

**SPE 5040 - Teacher as Researcher (3)**

**RES 5000 - Research Methods (3)**

**Choose From the Following Practicum Courses (3 Hours)**

**RE 5725 – Practicum in the Clinical Teaching of Reading (3)**

**RE 5735 – Practicum in the Teaching of Severely Disabled Readers (3)**

**SPE 5901 –Practicum (1-3) (3 Hours)**

Choose one course from each disability area (9 Hours)

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**Emotional/Behavioral Disorders**

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[SPE 5210 - Relationship-Based Interventions for Students with Emotional and Behavioral Disorders \(3\)](#)

**SPE 5646 - Advanced Studies of Academic Interventions for Students with Emotional and Behavioral Disorders (3)**

Learning Disabilities

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[SPE 5220 - Characteristics, Assessment, and Identification of Individuals with Specific Learning Disabilities \(3\)](#)

**SPE 5636 - Advanced Studies in Specific Learning Disabilities (3)**

Intellectual Disabilities

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[SPE 5230 - Assessment and Instruction of Individuals with Intellectual Disabilities \(3\)](#)

**SPE 5626 - Advanced Studies in Intellectual Disabilities (3)**

Thesis Option (~~18~~ 15 Hours)

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Choose One:

[With Thesis \(~~18~~ 15 Hours\)](#)

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**SPE 5999 - Thesis (1-4)** (3 Hours)

~~15~~ 12 hours of graduate electives chosen with the graduate advisor's approval, see the list of

Suggested Electives below

[Without Thesis \(~~18~~ 15 Hours\)](#)

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**R E 5525 - Product of Learning (1-3)** (3 Hours)

or

[SPE 5525 - Product of Learning \(1-3\)](#) (3 Hours)

~~15~~ 12 hours of graduate electives chosen with the graduate advisor's approval, see the list of

Suggested Electives below

Suggested Electives

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Elective hours must be chosen in consultation with the advisor from Special Education or related areas such as Reading, Curriculum and Instruction, Psychology, Communication Sciences and Disorders, and Child Development. Recommended Courses are listed below, but other graduate courses may be taken with advisor approval.

[R E 5010 - Literacy Instruction and Assessment for Students with Autism \(3\)](#) [SPE 5045 - Advanced Topics in Diversity \(3\)](#)

**[SPE 5110 - Nature of Autism \(3\)](#)**

**[SPE 5120 - Effective Educational Practices for Students with Autism \(3\)](#)** **[SPE](#)**

**[5130 - Assistive Technologies in Support of Individuals with Autism \(3\)](#)** **[SPE](#)**

**[5140 - Social Communication in Autism \(3\)](#)**

**[SPE 5150 - Advanced Classroom Management and Behavior Support \(3\)](#)**

**[SPE 5205 - Inclusion \(3\)](#)**

**[SPE 5595 - Individual Differences \(3\)](#)**

**[SPE 5630 - Collaboration and Advocacy \(3\)](#)**

**[SPE 5640 - Transition Planning and Assessment: Pathways to Independence for Students with Disabilities \(3\)](#)**

### **Other Requirements for the MA in Special Education**

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**Thesis:** Optional

**Proficiency:** Not required

**Candidacy:** Not required

**Comprehensive:** Not required

**Product of Learning:** R E 5525 or SPE 5525 required unless the thesis option is se

### **G\_COE\_RESE\_2020\_7**

Change the program of study for Autism Graduate Minor (445) and graduate bulletin by adding and deleting courses:

Change the name from Autism Spectrum Disorders to Autism Graduate Minor.

Delete the research options

Add to the selection of Autism courses

The total hours for the minor remain the same (9 hours)

New program code required: 474 \*Required because of name change

# Autism Spectrum Disorders Graduate Minor

Program Code: [445474](#)

CIP Code: 13.1013

## Course Requirements for the Graduate Minor in ~~Autism Spectrum Disorders~~ [Autism](#)

### Required Courses (9 Hours)

~~Choose from One of the Following Courses (3 hours)~~

~~[SPE 5030 – Research Informing Practice in Special Education \(3\)](#) -~~

~~[R E 5040 – Teacher as Researcher \(3\)](#)~~

~~[SPE 5040 – Teacher as Researcher \(3\)](#)~~

Choose ~~Two~~ [Three](#) of the Following Courses (~~6~~ [9](#) hours)

~~[R E 5010 - Literacy Instruction and Assessment for Students with  
Autism \(3\)](#)~~ [SPE 5110 – Nature of Autism \(3\)](#)

~~[SPE 5120 - Effective Educational Practices for Students with Autism \(3\)](#)~~

~~[SPE 5130 – Assistive Technologies in Support of Individuals with Autism \(3\)](#)~~

~~[SPE 5140 - Social Communication in Autism \(3\)](#)~~

~~[SPE 5150 – Advanced Classroom Management and Behavior Support \(3\)](#)~~

~~[SPE 5584 – Special Education Law and Leadership \(3\)](#)~~

~~[CSD 5530-5549 - Selected Topics \(1-4\)](#) (when the topic is related to Autism)~~

~~[Other Autism-related courses may be selected with approval of RESE department chairperson](#)~~

POLICY PROPOSALS

Change the Bulletin language for Admission Requirements to:

1. Remove the language stipulating that standardized exam scores are required for scholarship consideration.
2. Update the language specifying categories of applicants for whom the standardized exam requirement will be waived.

Sandi Lane and Marie Hoepfl provided explanation of the updates. This was sent out to the Program Directors and no feedback has been received.

### CURRENT and PROPOSED (tracked changes)

## Admission Requirements

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

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

**Entrance Test Scores:** Official ~~s~~Standardized ~~e~~Exam scores are required for admission into all degree and some certificate programs unless ~~that a~~ program has waived the exam requirement by applying alternative standards for admission to their program. (Click here to see a list of programs with established, specific alternative admission requirements.) All standardized admissions exam scores must be less than five years old and submitted directly to the Graduate School from the testing organization. ~~Applicants who wish to be considered for university-wide scholarships or fellowships must still submit a standardized exam score.~~

- GRE: The ~~d~~Doctoral programs and ~~some~~all-degree and ~~some~~certificate programs in the College of Arts and Sciences, the College of Fine and Applied Arts, the College of Health Sciences, the Hayes School of Music, and the Department of Human Development & Psychological Counseling require the general test of the Graduate Record Examination (GRE), unless waived. None of the degree or certificate programs require GRE **subject** tests for admission. The MHA and MPA programs will also consider Graduate Management Admission Test (GMAT) in lieu of the GRE.
- GMAT: The MS in Accounting in the Walker College of Business requires the Graduate Management Admission Test (GMAT), unless waived. The MBA and MS in Applied Data Analytics will accept either the GMAT or the GRE, unless waived.
- MAT: Programs in the following departments accept the Miller Analogies Test (MAT) in lieu of the Graduate Record Examination (GRE) general test, unless waived: Curriculum and Instruction; Reading Education and Special Education; Leadership and Educational Studies. The MSN program will consider the MAT in lieu of the GRE but prefers the

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GRE, unless waived.

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Appalachian's Office of Testing Services administers the Miller Analogies Test (MAT), the Graduate Record General Exam (GRE), the Graduate Management Admission Test (GMAT), the Test of English as a Foreign Language (TOEFL), and other examinations. ~~Charging~~ Fees are charged in accordance with the schedule of fees maintained in the Testing Center [testing.appstate.edu](http://testing.appstate.edu).

**Alternative Admission Requirements in Lieu of the Standardized Exam:** To be considered for any program's standardized exam waiver, applicants must hold a cumulative undergraduate GPA of 3.0 or higher. ~~There are three general categories of applicants with a 3.0 GPA or higher for which the standardized exam may be waived OR meet one of the following conditions:~~

1. Applicants currently in an Appalachian Accelerated Master's program, with a grade of "B" (3.0) or higher in every graduate-level course completed.
2. Applicants who within the last five years have successfully completed (with a cumulative GPA of 3.3 ~~grade of "B"~~ or higher) at least 9 credits-hours of courses in an Appalachian State graduate certificate program that has been predetermined as appropriate for the degree.
3. Applicants who ~~within the last five years~~ have completed a master's or doctoral degree in a related discipline with a cumulative GPA of 3.30 or higher.

~~Some programs have waived the standardized exam requirement for other categories of applicants.~~

It is strongly suggested that you contact the ~~program~~ director of the program to which you are applying to confirm your eligibility for a waiver. Applications missing a standardized exam score and without an approved waiver will not be considered for admission. The Graduate School performs the formal evaluation and final approval for a test waiver once an application is complete (application form, application fee, transcripts, recommendations, etc.) except for test scores. An approved exam waiver application does not guarantee acceptance into the program. ~~Even for applicants who have received a waiver, standardized test scores may be required for scholarship consideration.~~

## JOINT COMMITTEE PROPOSALS

### Recommended revisions to the AP&P form:

Updates to Part A, Items 3a, 3b, 3c, 5, 6a, 8, 9, & 12; updates to Part B, Items 1b, 7, 8, & 10.

Proposed:

3. For additions/changes to courses:

a. List the current Bulletin copy (including dual- or cross-listed information, if applicable). Attach separate sheet if more space is needed.

Proposed:

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3b. List the proposed Bulletin copy (including dual- or cross-listed information, if applicable).  
Attach separate sheet if more space needed

Proposed: (make 3c a separate question #4)

4. Attachments: For ~~additions/changes to programs of study or policy~~, attach marked up program of study or Bulletin copy showing revisions. For new courses, attach syllabus.

Proposed:

5. Contact and share proposal with the Registrar's Office and (for graduate proposals) Graduate School early in the proposal development.

Proposed:

6. For Course and Program of Study changes and additions:

a. Please search the current online bulletin for courses and programs of study affected by this proposed change, including any in your own department. List each course and program in the appropriate table below or, if applicable, choose none. Attach a separate list if necessary. (Click here for instructions on searching Online Bulletin.)

Proposed:

8. If a policy change or deletion is requested, list all units or groups who were consulted in development of this proposal.

List the person(s) and date contacted and their response."

Proposed:

8. Is this a General Education course? YES \_\_\_NO\_\_\_NA\_\_\_. If yes, consult the Office of General Education. (NOTE: If requesting new General Education credit, you must submit Part C of the AP&P proposal form to the Office of General Education.)

Proposed:

9. Does this proposal affect a course or requirement of an **AppState Online** or **Distance Education** program? YES/NO

If yes, what is the mode of delivery? fully online \_\_\_\_\_ site based (includes hybrid) \_\_\_\_\_

If yes, contact AppState Online (online@appstate.edu) and Site Management and State Authorization (stateauthorization@appstate.edu). List the date, the person(s) contacted, and the response.

Proposed:

12. If the schedule type is being updated and is not designated as an Internship (INT), Practicum (PRA), Field Experience (FLD), Clinical (CLN) or Student Teaching (ST) experience, but students will be applying their skills in an experiential manner such as providing professional advice to community members or working directly with minors, has General Counsel been

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consulted regarding liability? yes\_n/a \_\_\_\_  
If yes, list the date, the person contacted, and the response.

Proposed:

7: Contact your library liaison to assure adequate library resources are or will be available. List the date, the person contacted, and the response.

Proposed:

8: Contact the appropriate dean(s) affected by the development of this proposal to assure adequate resources are or will be available. List the date, the person contacted, and the response.

Proposed:

10. If the course being proposed is not designated as an Internship (INT), Practicum (PRA), Field Experience (FLD), Clinical (CLN) or Student Teaching (ST) experience, but students will be applying their skills in an experiential manner such as providing professional advice to community members or working directly with minors, has General Counsel been consulted regarding liability? yes\_\_\_n/a \_

**Recommended updates to the AP&P Manual:**

(1) minor changes to wording, (2) update to the Operating Procedures to clarify who should review proposals prior to consideration by the APP Committees.

# AP&P Manual

# Appalachian State University

Provost approved 6/7/21  
Effective Fall 2021 unless otherwise noted.

Revised for ~~2021~~-~~2021~~  
(after Provost approved ~~2019~~-~~2021~~ changes)



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## **Academic Policies and Procedures (AP&P) Committees**

### **AP&P Committees Summary**

Complete information about the memberships of university committees (including Graduate and Undergraduate AP&P Committees), reporting, and areas of responsibility are outlined in the *Faculty Handbook* (§7.3.4.8 and §7.3.4.14).

### **AP&P Joint Subcommittee**

A Joint Subcommittee consisting of representatives from both Undergraduate and Graduate Academic Policies and Procedures (AP&P) Committees will be tasked with considering and recommending changes to the *AP&P Manual*, ~~the~~ AP&P proposal forms, and AP&P procedures.

The Joint Subcommittee will include a minimum of two representatives each from the Undergraduate and Graduate AP&P committees; the University Registrar and Associate Registrar; the Undergraduate AP&P Specialist; and a representative from the School of Graduate Studies. The chairpersons of Undergraduate AP&P and Graduate AP&P will co-chair the Joint Subcommittee. Meetings will be called on an as-needed basis.

Changes recommended by the Joint Subcommittee must be approved by both AP&P Committees.

### **AP&P Operating Procedures**

1. Proposals to be presented to an Academic Policies and Procedures (AP&P) committee must be submitted using the approved proposal forms available on the [AP&P website](#).
2. Proposals to be considered by an (AP&P) committee must be agenda-ready and submitted prior to the published due date (approximately twenty-five [25] calendar days prior to the scheduled meeting). The AP&P committees will send the agenda to the entire faculty at least six (6) working days prior to a scheduled meeting, according to ~~the~~ *Faculty Handbook* guidelines.
3. The proposal author, department chair, or dean's office should consult with any department(s) or unit(s) that may be affected by the proposal prior to submission. This includes proposals that originate from a Council, a student government association, or the Faculty Senate.
4. Committee members, deans' offices, authors, department chairs, faculty and students should provide feedback and inquiries on the AP&P AsULearn forum to address proposal concerns prior to committee meetings when appropriate and possible.
5. A quorum for the transaction of business shall consist of two-thirds majority of the voting members of the committee.
6. The order of consideration of proposals before the committee shall be rotated among the colleges and schools.

7. Committee meetings are limited to two hours in length unless a vote to extend is passed. In the event of a backlog of committee business, a second meeting will be called for that month.
8. Voting on proposals/motions is by voice vote or by a show of hands. Proxy representation and absentee voting for the purpose of voting on proposals under consideration is NOT permitted. Proposal/motion decisions shall be by a simple majority of the verbal or show of hands votes cast.
9. The chairs of the AP&P committees shall be elected from the voting membership. The chairs are elected in the first Fall semester meeting by the voting members. The chairs retain their right to vote on proposals/motions. The term of chair is for one year and is renewable. The chair is eligible to receive one-quarter reassigned time per semester.

### **Primacy of Academic Governance over Academic Curriculum and Instruction**

#### **Faculty Handbook Academic Governance Summary**

The basic and most important unit in determining curricula is the academic department.

Each department/academic unit and college/school shall have a curriculum committee to carefully consider changes to courses, programs, policies, or structures within or affecting the academic unit. All academic units should develop and implement plans for involving students in academic governance at the departmental level.

In addition, the General Education Council, Honors Council, and Teacher Education Council shall each carefully consider changes to curriculum, policies, programs, or structures within or affecting their programs.

The Graduate and Undergraduate Academic Policies and Procedures (AP&P) Committees are the final committees to carefully consider and recommend changes to the University's curriculum, policies, programs, or structures.

The Provost and the Chancellor shall communicate to the University in a timely fashion their decisions on proposals/motions involving recommendations for changes in curriculum, policies, programs, or structures.

#### **Guideline I**

Any proposal for changes in a department's courses or programs must first be acted upon by the department before being submitted to the college advisory council. Only graduate faculty and affiliate graduate faculty may vote on changes to graduate programs and curriculum in their respective areas (*Faculty Handbook, §4.5*). Any proposal for changes (excluding course changes within existing programs) in a college's or school's programs or structures must first be acted upon by the faculty of the college or school concerned before being presented to the Undergraduate Academic Policies and Procedures Committee and/or the Graduate Academic

Policies and Procedures Committee. After a proposal for curricular or structural change has been acted upon by a college or school and after the dean of that college or school has submitted the proposal to all other necessary groups, the dean will then present the proposal to the Undergraduate Academic Policies and Procedures Committee and/or the Graduate Academic Policies and Procedures Committee.

## Guideline II

Recommendations for changes in general academic policies or academic programs must be submitted to the Undergraduate Academic Policies and Procedures Committee and/or the Graduate Academic Policies and Procedures Committee by any of the following:

- A. Department, program, college, or school
- B. Faculty Senate
- C. Student Government Association
- D. Graduate Student Government Association Senate
- E. Council of Deans
- F. Council of Chairs

A faculty member, student, or ad hoc faculty or student group will channel proposals through the appropriate body above.

## Guideline III

The Undergraduate Academic Policies and Procedures Committee and the Graduate Academic Policies and Procedures Committee are, in most circumstances, the final recommending bodies to the provost/~~and~~ executive vice chancellor and the chancellor. The faculty members and the students on these committees serve as the representatives for the faculty and students, respectively. As such, these groups should make their respective views known through their appointed representatives and should make arrangements for their respective representatives to be held accountable to them.

## Guideline IV

If a proposal for changes in a department's courses or programs is not approved by that department, then the group initiating the proposal may appeal (within 90 days after rejection) first to the advisory council of the college to which that department belongs. If the proposal is also rejected by the college or school, then the group may appeal (as above) to the Undergraduate Academic Policies and Procedures Committee and/or the Graduate Academic Policies and Procedures Committee.

When a departmental proposal is not recommended at the college advisory council level, the department may appeal to the Undergraduate Academic Policies and Procedures Committee and/or the Graduate Academic Policies and Procedures Committee.

### **Bulletin Style Guide**

The information below improves course information consistency and sets standards for the undergraduate and graduate Bulletins. Bulletin course description and title information will be altered to meet these guidelines before being published in the AP&P minutes and Bulletins.

### **Alternate Year Course Offerings**

When courses are offered in alternate years, information listing what years the course will be offered should be provided. “Spring, Alternate years” is not acceptable. If the year cannot be determined, the course offering should be designated “On Demand”.

#### **Examples:**

- HIS 3156. History of International Terrorism (3). Fall, Even-numbered years.
- HIS 3158. Ethnic Conflict: East Versus West (3). Fall, Odd-numbered years.
- HIS 3823. American Military History (3). Fall; Spring, Odd-numbered years; Summer Session 1, Even-numbered years.
- PS 2610. Asian Politics (3). On Demand.

Courses may be scheduled in a regular semester “Fall; Spring; Summer Sessions” and “On Demand” if a course will be offered in one semester, but only periodically in another.

#### **Examples:**

- PE 1822. Tennis (1). Fall; On Demand.
- HPE 2140. Principles of Fitness and Conditioning (3). Summer Session; On Demand.

### **Course Descriptions**

- Course descriptions should be concise—two to five sentences/statements total.
- Avoid information technology (IT) language that may become outdated.
- Do not use course titles within the course description or prerequisite statement.
- Ensure contact time coincides with course credit hours and course schedule type.
- Only include prerequisites for that course, not the prerequisites of prerequisite courses.
- Spell out “and” instead of using “&”.
- Spell out “laboratory”.
- Spell out numbers one through nine (e.g., Studio six hours).
- Mode of instruction should not be included (e.g., online, lecture). Statements such as “lecture three hours.” should not be included in the course description unless the course includes multiple modes of instruction (i.e., lecture/lab, lecture/studio). If the course includes multiple modes of instruction, this may be reflected in the course description (e.g., “Includes lecture and studio components meeting for X hours per week.” or Lecture X hours, laboratory Y hours.”).
- Use the standard statement “Graded on an S/U basis.” when the course is graded S/U.
- Use a course prefix before each number (e.g., ENG 3661, ENG 3662, ENG 3663, rather than ENG 3661, 3662, 3663).

### **Course Titles**

Attempt to use course titles shorter than 30 characters, including spaces. The short title in Banner appears on the class schedule and student transcripts and is limited to 30 characters (including spaces and punctuation). The long course title appears in the Bulletins. The long course title in Banner is limited to 100 characters (including hours and semester offering).

### **Numeric Grade Representation**

Grade Point Average (GPA) points should follow all letter grades listed in the bulletins, programs of study, or other university materials and documents. GPA points should follow all course or program grade prerequisites. Inclusion of “or higher” and “or above” is not necessary.

#### **Examples:**

- Prerequisites: completion of LLC 2510 and FRE 3510 with a minimum grade of “B” (3.0).
- Prerequisites: completion of HIS 4100 Senior Seminar with a minimum grade of “C” (2.0) is required to complete the History major.
- Course Description: A minimum grade of “C” (2.0) is required. Prerequisites: completion of HPE 2110, HPE 2120 and HPE 2130 with a minimum grade of “C” (2.0) in each.
- Major Requirement: In order to progress through the RN to BSN program, the student must achieve a minimum grade of “C” (2.0) in each nursing course before proceeding to the next nursing course.

### **Curriculum Proposal and Scheduling Information**

#### **Program of Study Change Procedures**

When revising programs of study (majors, minors, concentrations, certificates, or Second Academic Concentrations), submit a single, marked-up program of study using track changes. For more information, refer to the [AP&P website instructions](#).

#### **Contact Time**

Across the UNC system, a class must meet for a minimum of 750 minutes for every semester hour of credit. The amount of contact time remains constant, regardless of the academic term.

One semester hour	Minimum of 750 contact minutes
Two semester hours	Minimum of 1500 contact minutes
Three semester hours	Minimum of 2250 contact minutes
Four semester hours	Minimum of 3000 contact minutes

The [Appalachian State University Policy Manual](#) provides a thorough explanation of credit hour applications across different modes of instruction and contact time required. In addition, detailed information on current course schedule types (Banner course term file guidelines) can be found on the [Office of the Registrar’s website](#).

#### **Determining When a New Course Number is Needed**

In some cases proposers wish to make significant revisions to an existing course. If the changes are substantial enough that a student who had the earlier course would not be able to use the revised course interchangeably, then a new course number is needed. In certain circumstances, even if a course could be used interchangeably, a new course number may be required, as determined by the Registrar’s Office in consultation with the respective AP&P committee chairpersons. If a new course number is assigned, this becomes a course add, and Parts A & B of the form must be completed.

## Numbering of Coursework

The following is a summary of the restrictions imposed by university policy on the numbering of coursework. University policy stipulates the following general classifications:

Level	Number Range
Remedial	0001-0999
Freshman	1000-1999
Sophomore	2000-2999
Junior	3000-3999
Senior	4000-4999
Master's	5000-5999
Specialist	6000-6999
Doctorate	7000-7999

### Numbers specified within the reserved ranges are as follows:

General & Departmental Honors	1510-1519, 2510-2519, 3510-3519, 4510-4519
Independent Study	1500, 2500, 3500, 4500, 5500, 6500, 7500
Instructional Assistance	3520
Selected Topics	1530-1549, 2530-2549, 3530-3549, 4530-4549, 5530-5549, 6530-6549, 7530-7549

### Other numbers reserved by University policy are as follows:

Bibliography & Research	5000
Experiential Learning	1999, 2999, 3999, 4999
Graduate Research	5989, 6989, 7989
Internships	2900, 3900, 4900, 5900, 6900, 7900
Thesis/ Dissertation	5999, 6999, 7999

Proposals for new courses or programs are submitted to the Office of the Registrar during the proposal development process to confirm the appropriateness of course numbering.

## Course Syllabi

When proposing a new course, or substantial changes to an existing course, a course syllabus is required as an attachment to the AP&P form. Proposers should note that both the Appalachian State University *Faculty Handbook* (§6.3.1.2) and the Office of Academic Affairs have stipulated that **certain elements** must be included in all course syllabi.

For purposes of AP&P proposal review, the course syllabus should include the following minimum components:

- The course title and description as they will appear in the Bulletin(s).
- A list of student learning outcomes for the proposed course.
- The name of the text and any other materials required of each student.
- A description of course activities and assignments, including assessment methods.
- An explanation of how the course grade is to be determined. (Note: for graduate courses, no "D" grades may be assigned; grades below C- will automatically revert to a failing [F])

- grade.)
- If it is a dual-listed course, the dual-listed course differentiation, as described below.

### **Dual-Listed Course Proposals**

Dual-listed courses are classes taught concurrently at the 4000/5000 level and by the same instructor, either (1) meeting at the same time and in the same classroom, or (2) in the same online setting. Dual-listed graduate courses are noted in the course descriptions as follows: “[Dual-listed with XXX 4xxx.]”

All dual-listed courses must be approved by both the Undergraduate (UAP&P) and the Graduate Academic Policies and Procedures Committee (GAP&P) and will be designated as dual-listed in the University Bulletins. Approval will require the submission of a single “GU” AP&P proposal form with syllabi indicating the advanced academic content and rigor appropriate for graduate courses. Only courses at the 4000 level will be approved for dual listing with 5000-level courses, and only the credit hours of dual-listed courses that were reviewed/approved will count in the student’s Graduate Program of Study. Course descriptions for undergraduate dual-listed courses must include the following standard wording: “[Dual-listed with XXX 5xxx.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.”

In the case of dual-listed selected topics and study abroad courses, syllabi for the undergraduate and graduate course pairings must be submitted for review and approval by the School of Graduate Studies. All materials must be submitted to allow sufficient time for approval before the course is taught, preferably before the schedule is published for the next semester.

Consideration should be given to the ratio of undergraduate to graduate students in these classes and, where possible, graduate students should make up at least 30% of the enrollment.

### **Department, Program Name, or Course Prefix Changes**

Department or program name changes should be submitted using the [Department Name Change form](#). These are reviewed for approval by the Provost and Chancellor and are information-only items for the AP&P committees.

Course prefix changes **do** require submission of an AP&P proposal.

### **Proposal Process Resources**

Resources are available on the Academic Policies and Procedures website:

<https://app.appstate.edu/>

AP&P Approval Process

AP&P Process Flowchart Bulletin Deadlines

Contact and Submission Information

Meeting Agendas, Dates, Deadlines, and Minutes

Proposal Forms, Instructions, and Sample Proposals

File Naming Protocol



Department Name Change Form Semester Offering  
Changes Information  
UNC-GA Process for Planning and Establishment of New Program UNC-  
GA-SACS Flowchart

### **Scheduling of Courses to be Offered for Credit**

Scheduling a course to be offered for credit is authorized by the department chair (or equivalent) under which the course is listed (see [Faculty Handbook](#)).

After authorizing a course to be offered, the chair will provide the schedule information to the dean's office (or equivalent).

#### **Provide schedule information to:**

- The Office of the Registrar if the course is to be offered for main campus credit during a term of the regular academic year.
- The Office of Summer Sessions if the course is to be offered during a summer term.
- The App State Online Office for all distance education courses.

Courses beginning before 2:00pm Monday-Friday should adhere to regular meeting patterns unless approved as an exception by the appropriate dean's office. Regular meeting patterns and additional information can be found on the schedule build/CTF section of the [Office of the Registrar's webpage](#).

### **Selected Topics Course Guidelines**

Selected topics are available to allow faculty to test the viability of a new course on a short-term basis. A selected topics course should not be offered more than a total of four semesters before beginning the process for adding the course permanently to the Bulletin(s).

A course under a selected topics designation should not be scheduled when a course with substantially similar content and methodology exists, without first consulting the existing course department chair(s) (or equivalent).

If departments and/or individual faculty members would like to express concerns about a selected topics course, contact should be made with the department chair (or equivalent) at least two weeks in advance of registration. The concerned party, the individual offering the course, and the department chair(s) should attempt to resolve the concern in advance of registration. If that course of action does not result in a solution, the appropriate college dean(s) will serve to arbitrate.

Graduate/undergraduate dual-listed selected topics courses must adhere to the same requirements as other graduate/undergraduate dual-listed courses.

Graduate selected topics courses must adhere to the same requirements as other graduate courses. Contact the Graduate School for additional information.

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See the Numbering of Coursework section of this manual for information about selected topics numbering.

### **Semester Offering Information**

Main campus undergraduate courses offered in a fall or spring term are eligible for the university's book rental program. Selected Topics, On Demand, and courses offered in Summer Sessions only, are not eligible.

Semester offerings (only) can be changed without an AP&P proposal. Details about that process can be found at: <https://app.appstate.edu/proposal-resources/semester-offering-changes>

Courses can be offered: Fall, Spring, Summer Sessions, On Demand, Even-numbered Years, Odd-Numbered Years. Please see the Alternate Year section of this manual for details on inclusion in course descriptions.